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ABSTRACT

The purpose of this manual, which contains 183 lessons, is to present a method for teaching English to all non-English-speaking students entering school for the first time. Each lesson is divided into four major sections: "Review," "Teach," "Suggested Procedures," and "Enrichment Activities." Patterns, vocabulary, and sounds to be introduced, reviewed, or re-emphasized are listed in the "Teach" section. Pattern sentences needed for comprehension of the materials taught and for day-to-day living in the school community are listed. The review patterns are those which have been presented in previous lessons and which can be used with the new patterns presented in the lesson. Basic instructions for using the manual are included in the preface; appendixes present information on vocabulary and a sequential list of sentence patterns. (Author/SK)

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MANUAL OF SENTENCE PATTERNS
for
TEACHING ENGLISH AS A SECOND LANGUAGE

Developed by Pre-First Grade Teachers
Beatrice T. Estrada,
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Curriculum Guide Series
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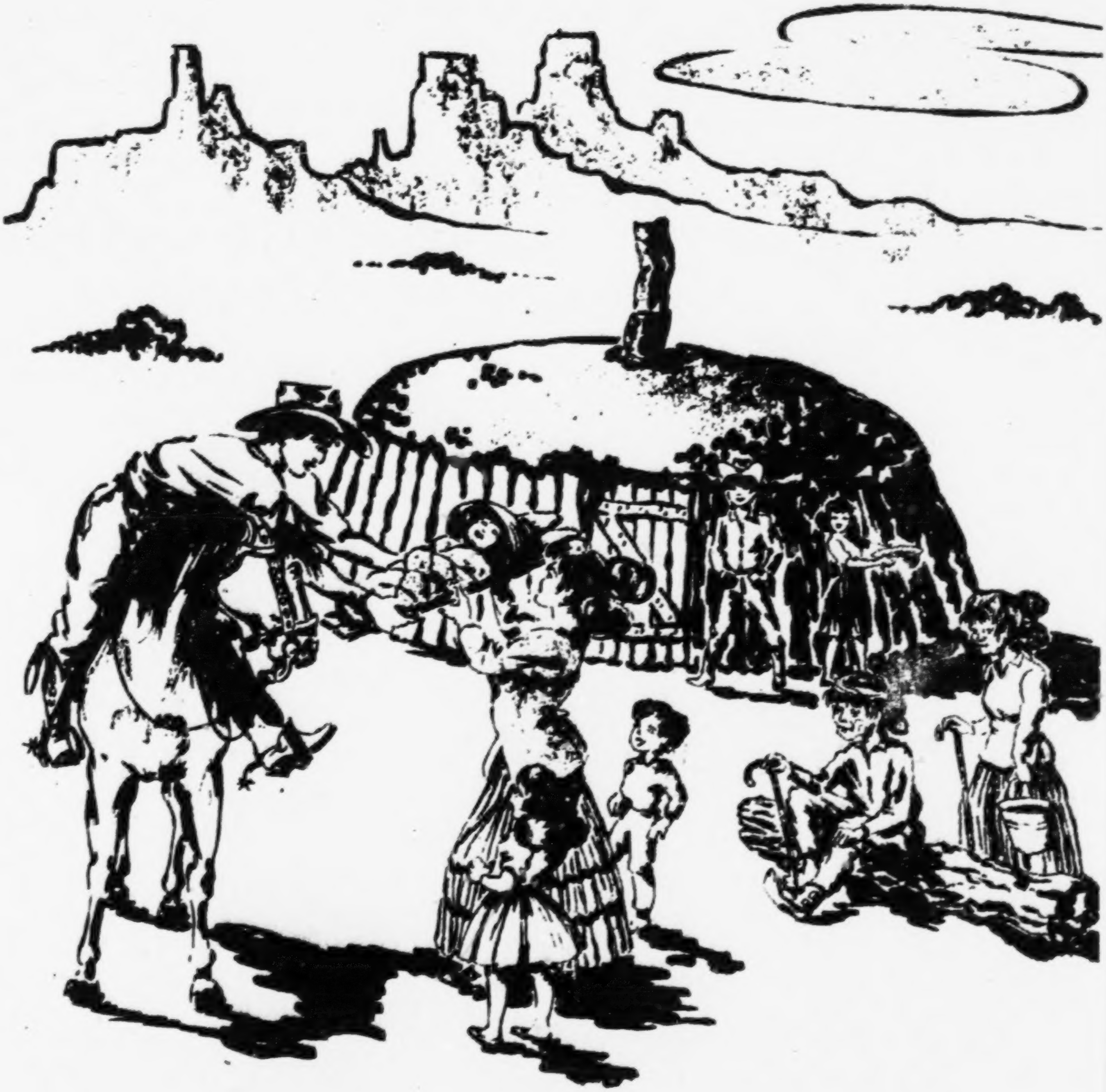

GALLUP-McKINLEY COUNTY SCHOOLS
W. B. FitzSimmons, Superintendent
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Office of the Superintendent

November 1, 1966

Many teachers entering into their profession come with excellent preparation for the English-speaking child. However, few come prepared to teach children of ethnic and language backgrounds different from their own. This manual is an attempt to help these beginning teachers and experienced teachers meet this unique challenge of the non-English speaking child with some degree of competence.

This volume is not intended to be all inclusive, but is to be used as a point of departure for teaching language skills to non-English speaking children whether they be of English or Indian culture.

The staff of Gallup-McKinley County Schools are to be commended for this endeavor in helping boys and girls.

W. B. FitzSimmons
Superintendent

PREFACE

The purpose of this MANUAL is to present a useful and complete method for teaching English to all non-English speaking students entering school for the first time.

Each lesson is divided into four major sections:

I. Review
II. Teach
III. Suggested Procedures
IV. Enrichment Activities

The review section lists the patterns to be reviewed.

Patterns to be presented, vocabulary to be introduced and sounds to be introduced, reviewed or re-emphasized are listed in the section titled Teach.

The patterns listed under Comprehension are those sentences needed only for the comprehension of the materials taught and for day-to-day living in the school community.

The review patterns are those which have been presented in previous lessons and which can easily and profitably be used with the new patterns presented in the lesson. The teacher must determine which additional patterns need practice and prepare other exercises for this practice.

The new patterns presented differ with each lesson. Some lessons do contain patterns already listed as new patterns, but each time the utterance is listed it is used in a different situation. This has been done in an effort to familiarize the pupils with the structure of the English language.

Each pattern which is listed under teach is the utterance which the teacher uses as a model. The teacher, as he or she models the sentence, provides the correct intonation for the pupils to model or reproduce. English has four notes or levels of intonation. The pupils are led to listen and produce these levels at the appropriate places in the sentence.

Intonation is the framework for sounds in the language and must be taught as a unit with words and sounds. The pupil must be made aware of the "tune" or intonation of the language the first time he speaks it. This part of the language must become a habit, too.

In most of the sentences to be introduced the teacher will find blanks: ____________; underlined words, or words in parenthesis. The blanks indicate that vocabulary chosen by the teacher or from previous lessons should be incorporated into that utterance.

The underlined words are only examples; these words should also be changed to meet the needs of the lesson. The parenthesis indicates a choice of words, but the pattern will be taught using each word found in the parenthesis. The parenthesis also indicates words which may or may not fit the situation; the teacher can judge the appropriateness of each word and teach the usage of each with the youngster's needs in mind.

The sounds which have been isolated are based on the pronunciation requirements of the lesson. The teacher must listen for mispronunciations as the pupils repeat the model utterance, then the teacher may isolate the sound and give practice in its pronunciation. The complete pattern is then repeated to test whether or not the pupil can correctly pronounce the sound within the structures. Each sound will not be perfected at the time it is first introduced, for this reason the same sounds occur often in the lessons. Each pupil repeats the difficult sound, the word, then the total pattern.

The comprehension patterns should be understood by the pupil, but do not need to be reproduced by him.

The basic principles of instruction for teaching a second language are:

A. Listening to a correct model
B. Speaking with a group
C. Speaking individually

These three principles are incorporated in the Suggested Procedures for each lesson. In addition each lesson has one and usually two exercises for the use of the language by an individual in a meaningful situation. One exercise is primarily for the use of the patterns to be reviewed. The second exercise is designed to give each pupil meaningful individual practice. In some lessons these two exercises have been incorporated into one for more systematic review. Each class may perfect the patterns at their own rate. The materials in the MANUAL must be taught in sequence, but it is not necessary to teach one lesson per day. The rate at which these lessons are mastered depends entirely upon the pupils.

The children's creative abilities are used to make the lessons more meaningful. Listed under "Enrichment Activities" are some projects the pupils can create to use with the lesson. This section is limited only by the children's and the teacher's imagination.

Each of these lessons can be made more meaningful through the use of flat pictures, filmstrips, field trips, picture books, and music. Some sources of enrichment materials have been listed. The teacher can make use of many other sources. The enrichment activities chosen should be simple, easy to understand, and meaningful.

Neither the language period nor the classroom is the only place where language must be taught. The time the pupils spend on the playground is one other opportunity for continuous practice of the language. Each time a pupil attempts to use the language, he should be encouraged to communicate in English and helped to speak correctly.

Much emphasis must be placed on the ability to listen. A language can be reproduced by a pupil only after he has heard it. For this reason a pupil must learn to listen not only to the lesson, but to every sound which occurs in his listening range.

Each classroom teacher must allow time for the pupils to listen to records, stories, piano, etc. The teacher's voice is the best "tool" for teaching this essential habit. Reading stories and poems to the children is a good way to enforce listening.

This listening ability of a child will improve as he is made aware of such sounds as the furnace starting and stopping, footsteps, birds singing, doors opening, etc. Every day there are thousands of sounds through which a young listener can develop an awareness of various sounds and thus develop better listening habits. It must also be emphasized that young people cannot play and visit and listen at the same time.

Other listening activities which can be used in the classroom are: Paper tearing, books closing, pencil writing, coloring, painting, etc. Later the pupils can be asked to identify the voice of other members of the class by listening only. These are only a few of the materials and activities which can be used to teach listening. Each teacher must find those materials which she can use most effectively in her situation.

Each pupil must hear an utterance, repeat the utterance with a group, individually, and then use it in a meaningful situation. All pronunciation and intonation errors must be corrected as soon as they occur. A new habit is being formed; it must be the correct habit.

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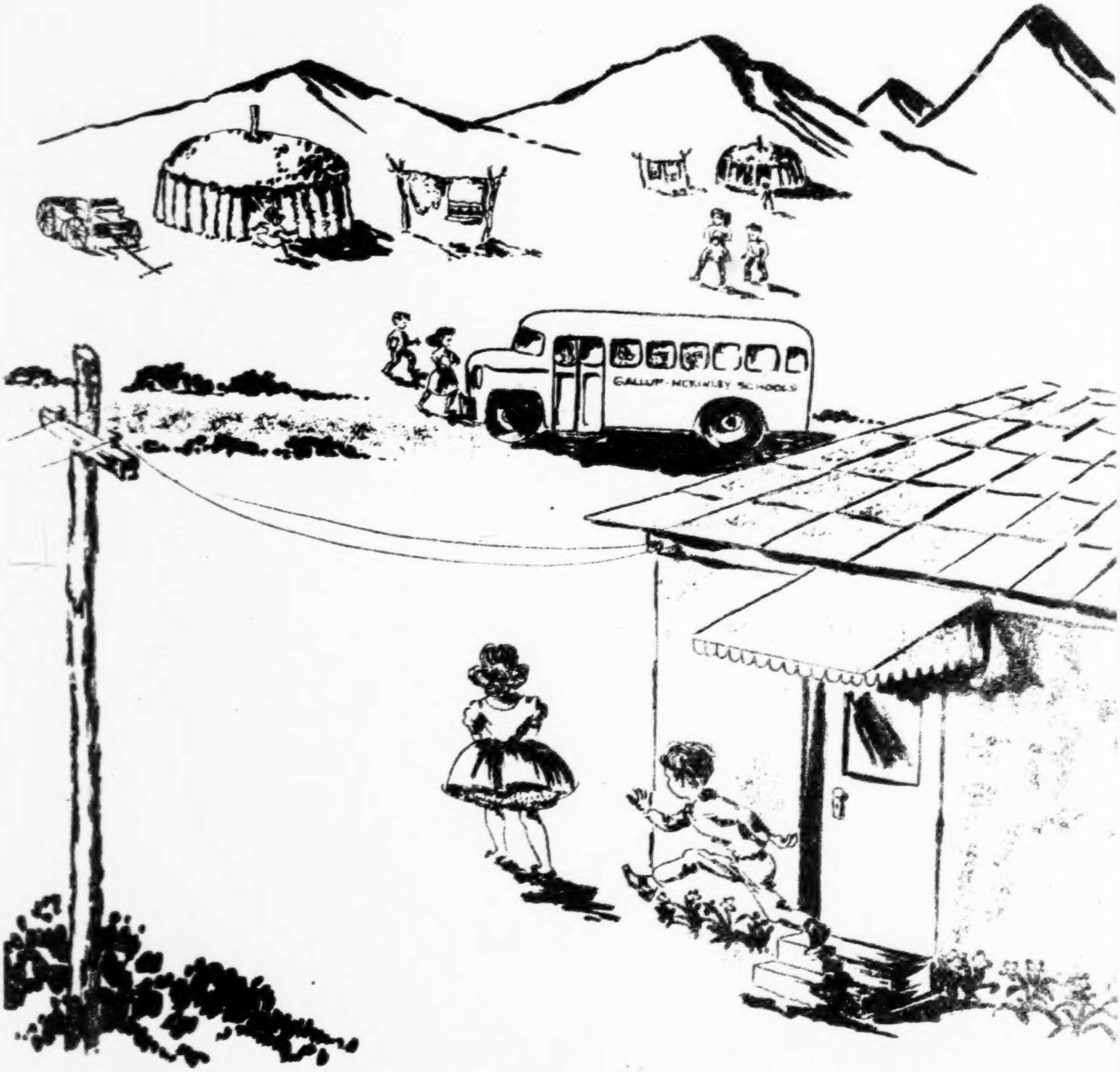
GALLUP-McKINLEY SCHOOLS

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UNIT I
GREETINGS

LESSON 1

Teach:

Patterns:

Good morning.
Good morning.
Good afternoon.

Vocabulary:

good
morning
afternoon

*Sounds:

Final d - good:
Tongue against the upper tooth ridge. Voiced.

Final ng - morning

ft - afternoon: f is unvoiced; with the teeth against the lower lip, air is blown out; then the tongue is placed on the tooth ridge and a soft t is produced.

t - afternoon

Final n - afternoon:
Tongue on tooth ridge.

Comprehension Patterns:

Sit down.
Stand in line.
Get in line.
May I go to the restroom?

*These sounds must not be isolated until an error occurs and then the individual must be corrected. Then model so the class will produce the sounds, then the word, then the pattern. It is important that the sound be used in the pattern after correction is made.

Suggested Procedures:

A. Approach: The teacher greets each child with greeting in child's native tongue. Allow the child to look around the room, and become acquainted with surroundings for 30 to 45 minutes or more. Have restrooms open so children can look in.

B. Teacher sits down in chair in front of circle of chairs. Help the pupils find a place to sit.
Teacher-Class: Good morning.
(Repeat 8 times)
$\frac{1}{2}$ Class repeat at a time with the teacher: Good morning.
Four or five children repeat at a time until the whole class has repeated the greeting.
Each child greets his neighbor: Good morning.
Continue until all the class has been greeted and has responded.

C. Drill on sounds: Final d in good.
Final ng in morning.

D. This section is best taught in the afternoon.
Teacher-Class: Good afternoon.
(Repeat 8 times.)

E. Half of class repeat: Good afternoon.
(Repeat 8 times for each $\frac{1}{2}$ class.)

F. Four or five pupils repeat in unison.
Each pupil greets his neighbor.
Continue until all have responded.

LESSON 1

*Sounds: - Continued

Example: A child says: Goo' mornie'.
Teacher: Good
Pupil: Goo'
Teacher: See my tongue. It hits up here. (On dental ridge) You do it.
Teacher: d
Pupil: d
Teacher: g o o d (Emphasize final d)
Pupil: good
Teacher: Good morning.
Pupil: Good Mornie' (Isolate the final ng sound and have the pupil hold his throat for the glottal sound closure.)

Repeat the procedure for correcting mornie'.

Listening Activities:

Listen to simple songs, stories, or poems on record.

Enrichment Activities:

A. Music: "Good Morning" Page 3 OUR SINGING WORLD, FIRST GRADE BOOK, Ginn and Co., New York.

LESSON 2

Review:

Good morning.
Good afternoon.

Teach:

Patterns:

Hello. Hi.

Vocabulary:

hello
hi

Sounds:

Same as Lesson 1.

st - restroom
Both sounds are voiceless. The tongue is on both sides of the tooth ridge, air is expelled for s. The t is formed when the tongue touches the ridge behind the front teeth then released. Children must say both sounds, then put them together st, st, stop, restroom.

Comprehension Patterns:

Go to the restroom.

Suggested Procedures:

A. Greet each child as he enters the room in the morning.
Good morning!
Have him answer you.

B. Greet each child as he enters the room in the afternoon.
Good afternoon!
Have him answer.

C. When the children are in the circle:
Teacher: Say, Good morning.
(Directed at the first pupil in the circle)
Continue procedure until all pupils have greeted the teacher.

D. Repeat procedure in the afternoon until all pupils have greeted the teacher with "Good afternoon".

E. Teacher-Class: Hello (Repeat 8 times)
½ Class: Hello.
½ Class: Hi.
(Repeat 8 times. Change pattern for each side and repeat 8 times.)

F. Have a child come to the front of the room.
Class greets the pupil: Hi.
Pupil: Hello.
(Repeat this exercise 8 times.)
Repeat around the circle until all pupils have stood before the class and answered the greeting.

G. Each pupil greets his neighbor.

LESSON 2

Enrichment Activities:

A. Listening:

  1. Simple songs, stories or poems in English.
  2. Nursery rhymes of your choice.

B. Music:

  1. "Good Morning" Page 6 OUR SINGING WORLD, FIRST GRADE BOOK.
  2. "Hello Somebody" Page 2 MUSIC THROUGH THE DAY, Silver Burdett Co.

UNIT II
MY FAMILY

LESSON 3

Review:

Good morning.
Good afternoon.
Hello.
Hi.

Teach:

Patterns:

My name is ______.
What is your name?

Vocabulary:

what
is
your
name
my

Sounds:

Final m - name: Lips closed.

Final s - is: Teeth together. Blow breath out.

Initial y - your: Voicing begins as the tongue moves immediately to the next vowel. The mouth is open; tongue touching sides of tooth ridge and middle palette.

wh - Sometimes known as the candle-blowing sound. Made by emitting a little puff of air through rounded and protruding lips.

Comprehension Patterns:

Come with me.
Come to eat.
Wash your hands.
Stand up.
Say.

Suggested Procedures:

A. Teacher-Class: Good morning. (Repeat 8 times.)

B. Each child stands up as he greets his neighbor: Good morning. (Repeat around circle.)

C. Teacher-Class: My name is ______. (Repeat 8 times.)

D. ½ Class repeat at a time: My name is ______. (Repeat 8 times.)

E. My name is (Teacher's name). Point to each child. Indicate for him to stand up. Say, "Stand up". Teacher: Say, "My name is ______". (Help them to understand that they must say their own name.)

F. Teacher-Class: What is your name? (Repeat 8 times. Repeat by ½ class 8 times.)
Teacher-Class: My name is ______. (Repeat 8 times.)

G. ½ Class: What is your name?
½ Class: My name is ______.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

H. Each pupil stands up in front of the class:
Class: What is your name?
Pupil: My name is ______.

I. 1st Pupil in circle: What is your name?
2nd Pupil: My name is ______.
What is your name? (asks his neighbor)
Continue until all have responded.

Listening Activities:

A. Read a simple picture story about a family.
B. Listen to simple records of songs, poems or stories.
C. Listen to nursery rhymes of the teacher's choice.

LESSON 3

Enrichment Activities:

A. Draw a picture of self.

B. Music:

  1. Review previous songs.
  2. "Who Are you?" Page 3
     MUSIC THROUGH THE DAY
     Ginn and Co.
  3. "Do You Know Your Name?"
     Page 6 - OUR SINGING WORLD,
     FIRST GRADE BOOK
     Silver Burdett Co.

C. Poems: TIME FOR POETRY,
Arbuthnot: Scott-Foresman.
Page 24, "Boys' Names"
(Use names of boys in class)
Page 23, "Girls' Names" (Use
names of girls in class)

LESSON 4

Review:

Good morning.
Good afternoon.
Hello.
Hi.
My name is _______.
What is your name?

Teach:

Patterns:

What is your father's name?
What is your father's name?
My father's name is _______.
I have no father.

Vocabulary:

father
father's
I
have
no

Sounds:

th - father: Place tongue between teeth and pull it in as you say father.

s - father's: Place teeth together and blow through them.

Continue sounds from previous lessons.

Comprehension Patterns:

Come and play.
Father.
Say.
Listen.

Suggested Procedures:

A. Review: Each child greets the teacher: Good morning, (Mr., Miss, Mrs.) _______. Each child greets his neighbor: Hello or Hi. Pupil: What is your name? Each asks his neighbor until all have asked and answered.

B. The teacher shows a large picture of a family, or the flannel board cutouts of the family. Point to the father: Say, "father". (Repeat several times.) Listen and correct pronunciation of th in father. (Before this lesson is taught make a 3 x 5 card on each child in your classroom. On this card write the child's father's, mother's, brothers', and sisters' names; as well as the pupil's address, birthdate and age.) When the child says: "My father's name is _______." the teacher can immediately supply the information.

C. Teacher-Class: What is your father's name? (Repeat 8 times. Repeat by ½ class 8 times.)

D. Teacher-Class: My father's name is _______. (Repeat 8 times. Repeat by ½ class 8 times.)

E. ½ Class: What is your father's name? ½ Class: My father's name is _______. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

F. Class ask each pupil: What is your father's name?
Pupil: My father's name is _______. or I have no father.

LESSON 4

Listening Activities:

A. Simple records

B. Nursery rhymes of teacher's choice.

Enrichment Activities:

A. Music - Continue work on previous songs.

B. "I'll Listen" Page 55 - SINGING FUN: Webster Publishing Co.

Materials:

A. Large picture of a family or flannel board cutouts of family.

B. 3 x 5 cards for each child.

LESSON 5

Review:

Good morning.
Good afternoon.
Hello.
Hi.
What is your name?
My name is _______.
What is your father's name?
My father's name is ______.
I have no father.

Teach:

Patterns:

What is your mother's name?
What is your mother's name?
My mother's name is _______.
I have no mother.

Vocabulary:

mother

Sounds:

th - mother - same as in father: Lesson 4

Comprehension:

Mother.
Stand up.
Sit down.

Suggested Procedures:

A. 1st Pupil: (Stand up) Say: Hello. My name is ________. (Talks to next pupil in circle) What's your name? 2nd Pupil: Hello. My name is _______. (Addresses neighbor) What is your name? Continue until all pupils have responded and are standing.

B. Teacher-Class to 1st pupil: What is your father's name? 1st Pupil: My father's name is ______. Teacher: Sit down. Teacher-Class to 2nd pupil: What is your father's name? Repeat procedure B until all have responded and are sitting.

C. Teacher shows the family picture and says, "This is the father". Point to the mother and say: Mother. (Have the children repeat the word four or five times.)

D. Teacher-Class: What is your mother's name? (Repeat by ½ class 8 times.)

E. Teacher-Class: My mother's name is ________. (Repeat 8 times. Repeat by ½ class 8 times.)

F. ½ Class: What is your mother's name?
½ Class: My mother's name is ______.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

G. Each pupil asks his neighbor: What is your mother's name?
Pupil: My mother's name is ______.
or I have no mother.
Repeat until all have responded.

LESSON 5

Listening Exercises:

A. Continue singing songs from previous lessons.

Enrichment Activities:

A. Make a large picture of mother.

Materials:

A. Flannel board family or puppets to illustrate mother.

B. Picture of a family to illustrate the meaning of mother.

LESSON 6

Review:

Good morning.
Good afternoon.
Hello.
Hi.
My name is ______.
What is your name?
What is your father's name?
My father's name is _______.
What is your mother's name?
My mother's name is ______.
I have no (father, mother).

Teach:

Patterns:

What is your brother's name?
What is your brother's name?
My brother's name is ______.
My brother's name is ______.
I have no brother.

Vocabulary:

brother

Sounds:

th -brother as in father and mother.

s - brother's as in father's

(The teacher must begin to listen carefully for omission of words in the pattern. Example: What () your mother's name? Correct these omissions immediately.)

Comprehension Patterns:

Come in with me.
Come and work.

Suggested Procedures:

A. Teacher-Class: (To first pupil in circle) What is your name?
Pupil: My name is _______.
Teacher-Class: What is your mother's name?
Pupil: My mother's name is ________.
Teacher-Class: What is your father's name?
Pupil: My father's name is _______.
Repeat procedure until each child has responded to the class questions.

B. Show picture of the family. Say: Brother. (As you point to the brother)
Have class repeat several times. Listen for correct pronunciation of th.
Correct the mistakes.

C. Teacher-Class: What is your brother's name? (Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times.)
Teacher-Class: My brother's name is ________. ($\frac{1}{2}$ class repeat at a time. Repeat 8 times.)

D. Teacher; What is your brother's name?
$\frac{1}{2}$ Class: What is your brother's name?
Teacher: My brother's name is _______.
$\frac{1}{2}$ Class: My brother's name is _______.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

E. Have each child ask his neighbor: What is your brother's name? Continue until all children have asked and responded.

LESSON 6

Listening Activities:

A. Continue listening to records.

B. Have children listen to a drum beat, hitting of 2 sticks, nails falling on the floor, hitting each other. There is no need for identification of the sound at this time.

Enrichment Activities:

A. Music: Continue working on previous songs.

B. Draw a large picture of brother.

LESSON 7

Review:

Good morning.
Good afternoon.
Hello.
Hi.
My name is ______.
What is your name?
What is your (father's, mother's, brother's) name?
My (father's, mother's, brother's) name is ______.
I have no (father, mother, brother).

Teach:

Patterns:

My sister's name is ______.
What is your sister's name?
My sister's name is _____.
What is your sister's name?
I have no sister.

Vocabulary:

sister

Sounds:

Same as in previous lessons.

Comprehension Patterns:

Come and eat.
Do you have a sister?

(Any others needed for the teacher to communicate with the children.)

Suggested Procedures:

A. Review:
Class: What is your name?
What is your father's name?
What is your mother's name?
What is your brother's name?
Pupil: (One at a time until all have responded.)
My name is ______.
My father's name is _____.
My mother's name is _____.
My brother's name is _____.

B. Teacher shows a picture of the family: She says: Mother, as she points to the picture of mother; Father, as she points to the picture of father; Brother, as she points to the picture of brother; Sister, as she points to the picture of sister.

Teacher-Class: Sister (about 4 or 5 times)
Teacher-Class: What is your sister's name? (Repeat 8 times. Repeat by ½ class 8 times. 4 or 5 pupils repeat at a time.)

½ Class: What is your sister's name?
½ Class: My sister's name is _______.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil asks his neighbor:
What is your sister's name?
Neighbor:My sister's name is ______.
What is your sister's name?
Continue until all have responded.

LESSON 7

Listening Exercises:

A. Teacher reads nursery rhymes of her choice.

Enrichment Activities:

A. Teacher reads nursery rhymes of her choice.

B. Pupils draw a large picture of sister.

LESSON 8

Review:

Good morning.
Good afternoon.
Hello.
Hi.
My name is ______.
What is your name?
What is your (father's, mother's, brother's, sister's) name?
My (father's, mother's, brother's, sister's) name is ______.

Teach:

Patterns:

What is the baby's name?
The baby's name is ______.

Vocabulary:

baby
the

Sounds:

b - baby: Lips tightly closed, opened to produce voiced b.

Comprehension Patterns:

Who wants to be the leader?
May I be the leader?

Suggested Procedures:

A. Greet each child as he enters the room each morning and each afternoon.

B. Show the picture of the family. The teacher says "baby" as she points to the baby in the picture.
Class repeat 4 or 5 times.

Teacher-Class: What is the baby's name?
Class: Repeat 8 times.
By $\frac{1}{2}$ class repeat 8 times. 4 or 5 pupils repeat at a time.

Teacher-Class: The baby's name is ______.
Class: Repeat 8 times.
By $\frac{1}{2}$ class repeat 8 times. 4 or 5 pupils repeat at a time.

Teacher-$\frac{1}{2}$ Class: What is the baby's name?
Teacher-$\frac{1}{2}$ Class: The baby's name is ______. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Teacher asks each pupil: What is the baby's name?
Pupil: The baby's name is ______.
Continue until each pupil has been questioned and has responded.

Listening Activities:

A. Teacher read a family story.

B. Listen to simple recordings.

Enrichment Activities:

A. Filmstrips: C-26 - The Family Begins the Day.

B. Flannel board stories using family cutouts. C-30 - The Family at Home.

LESSON 9

Review:

What is your brother's name?
What is your sister's name?
My (brother's, sister's) name is ______.
What is the baby's name?
The baby's name is ______.

Teach:

Patterns:

What is your big brother's name?
My big brother's name is ______.
What is your big sister's name?
My big sister's name is ______.
What is your big brother's name?
What is your big sister's name?

Vocabulary:

big

Sounds:

g - big

Repeat pig, rig, fig.

Comprehension Patterns:

Who has a big sister?
Who has a big brother?

Enrichment Activities:

A. Draw a large picture of your big brother and sister.

B. Family fingerplays: RHYMES FOR FINGERS AND FLANNELBOARDS Scott, Louise Binder; J. J. Thompson. Webster Publishing Co., St. Louis.

Suggested Procedures:

A. Teacher calls one child at a time. "Stand up. Come here." The pupil stands in front of the class.
Teacher-Class: What is your brother's name?
Pupil: My brother's name is ______.
Teacher-Class: What is your sister's name?
Pupil: My sister's name is ______.
Teacher-Class: What is the baby's name?
Pupil: The baby's name is ______.

B. Teacher shows a picture of the family. "This is big brother." She points to picture of big brother. Say, "big brother". Class repeats "big brother" 4 or 5 times.
Teacher-Class: What is your big brother's name?
(Repeat 8 times. Repeat by ½ class 8 times.)
Teacher-Class: My big brother's name is ______.
(Repeat 8 times. Repeat by ½ class 8 times.)
Teacher-½ Class: What is your big brother's name?
Teacher-½ Class: My big brother's name is ______.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Teacher asks several children: What is your brother's name?
Pupils respond.

C. Teacher shows picture of family. "This is big sister." She points to the picture of big sister. Say, "big sister".
Class: Big sister. (Repeats 4 or 5 times)
Teacher-Class: What is your big sister's name?
(Repeat 8 times. Repeat by ½ class 8 times.)

Suggested Procedures: - Continued

Teacher-Class: My big sister's name is ________.
(Repeat 8 times. Repeat by ½ class 8 times.)

Teacher-½ Class: What is your big sister's name?
Teacher-½ Class: My big sister's name is ________.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil to neighbor:

What is your big (brother's, sister's) name?
My big (brother's, sister's) name is ______.

LESSON 10

Review:

What is your big brother's name?
My big brother's name is ______.
What is your big sister's name?
My big sister's name is ______.

Teach:

Patterns:

What is your little brother's name?
My little brother's name is ______.
What is your little sister's name?
My little sister's name is ______.

Vocabulary:

little

Sounds:

Continue working on sounds previously taught.

Comprehension Patterns:

Do not talk.
Be quiet.
Other patterns according to teacher's needs.

Enrichment Activities:

A. Draw a picture of the entire family.

B. Fingerplays for family.

C. Exercise for the sound: Page 78 RHYMES FOR FINGERS AND FLANNEL BOARDS, "Thee, Thee, That."

D. Music: "I have a Little Sister" Page 46. OUR SINGING WORLD, KINDERGARTEN BOOK.
"How Many People Live at Your House?", Page 49.
SINGING FUN: Webster Publishing Co.

Suggested Procedures:

A. Dramatize a family situation using the flannel board. A little boy comes to visit.
Visitor: Good morning.
Parents: Good morning.
Children: (Big brother, big sister, little brother, little sister) Hello.
Visitor: Hello. What is your big brother's name? (Standing in front of big brother)
Pupil who is being visited: My big brother's name is ______.
Visitor: What is your big sister's name? (Standing by big sister)
Pupil: My big sister's name is ______.
Visitor: What is your little brother's name? (Standing by little brother)
Pupil: My little brother's name is ______.
Visitor: What is your little sister's name?
Pupil: My little sister's name is ______.

B. Teacher-Class: What is your little sister's name? (Repeat 8 times. Repeat by ½ class 8 times.)
Teacher-Class: My little sister's name is ______. (Repeat 8 times. Repeat by ½ class 8 times.)
½ Class: What is your little sister's name?
½ Class: My little sister's name is ______.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

C. Repeat procedure B for "What is your little brother's name? and "My little brother's name is ______.

Suggested Procedures: - Continued

D. Each pupil asks his neighbor:
1st Pupil: What is your little brother's name?
2nd Pupil: My little brother's name is ______.
1st Pupil: What is your little sister's name?
2nd Pupil: My little sister's name is ______.

Repeat until all children have asked and responded.

UNIT III
HOME AND AGE

McKINLEY COUNTY SCHOOLS

LESSON 11

Review:

My little brother's name is _________.
What is your little brother's name?
My little sister's name is _______.
What is your little sister's name?

Teach:

Patterns:

I live (in, at, near) _______.
Where do you live?

Vocabulary:

live
in
at
near
where
do

Sounds:

Continue working on previous sounds.

v - live Bite your lower lip and release.
wh - where A blowing sound through rounded lips. Similar to what.

Comprehension Patterns:

May I get a drink?
May I go to the restroom?

Suggested Procedures:

A. Each pupil stands in front of the class at a time.
Class asks:
What is your name?
What is your little brother's name?
What is your little sister's name?
Pupil responds to class questions.

B. Show a picture of a house and a hogan. Place the house on teacher constructed map of the area.
Say: I live (in, at, or near) _______.
(Bus routes, school, or community center may be used as basis for map.)

Teacher-class: I live (in, at, near) ___________.
(Repeat 8 times. $\frac{1}{2}$ class repeat 8 times each. 4 or 5 pupils repeat at a time.)
Each pupil tells where he lives.
Pupil: I live (in, at, near) ________.
(Teacher must help because many children will not understand meanings.)

Teacher-class: Where do you live?
(Repeat 8 times. $\frac{1}{2}$ class repeat 8 times each. 4 or 5 pupils repeat at a time.)

Teacher-$\frac{1}{2}$ class: Where do you live?
Teacher-$\frac{1}{2}$ class: I live (in, at, near) _________.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)
Each pupil asks his neighbor:
Where do you live? Repeat until all pupils have asked and answered.

C. Correct the sounds as they are mispronounced. Have the class repeat live about 8 times. If a pupil makes a mistake correct it immediately.

LESSON 11

Enrichment Activities:

A. Listening: Teacher read stories about houses and places where people live.

The Little House by V. L. Burton: Houghton Mifflin Co.

The Big World and The Little House by R. Krauss: Harper & Bros.

A Wonderful House

B. Each pupil cut out his house and paste it on the map.

LESSON 12

Review:

I live (in, at, near) ______.
Where do you live?

Teach:

Patterns:

(He, She, Mary) lives (in, at, near) ________.
Where does (he, she, Mary) live?

Vocabulary:

lives
does

Sounds:

Continue working on
v - live
Final s - does
Final s - lives

Comprehension Patterns:

Stand up.
Do you ride the bus?
Yes, I do.
No, I do not.

Suggested Procedures:

A. Teacher-class: Where do you live?
Each pupil goes to the map and points to his house.
Pupil: I live (at, in, near) ______.
Continue until all pupils have responded.

B. Teacher goes to the map.
Teacher-class: Where does (name) live?
(Repeat 8 times. Repeat by ½ class 8 times. 3 or 4 pupils respond at a time.)

Teacher-class: (Name) lives (in, at, near) ________. Teacher points to the house of the pupil named.

Teacher-class: (Name) lives (in, at, near) _______. Continue until all pupil's homes have been identified.

Teacher-class: Where does he live?
Teacher asks boy to stand.
(Repeat 8 times. Repeat by ½ class 8 times. 4 or 5 pupils repeat at a time.)

Teacher-class: Stand up (name of girl).
Teacher-class: Where does she live?
(Repeat 8 times. Repeat by ½ class 8 times. 4 or 5 repeat at a time.)

Teacher calls a girl to stand.
Teacher-class: Where does she live?
Teacher-class: She lives (at, in, near) _______.
Each pupil stands in front of another pupil and asks: Where does (he, she) live?

Teacher-class: (He, She) lives (in, at, near) _______.
Repeat until all pupils have participated.

LESSON 12

Enrichment Activities:

A. Listening exercises - Everybody Has a House.

LESSON 13

Review:

I live (in, at, near) _______.
Where do you live?
(He, She) lives (in, at, near) _______.
Where does (he, she) live?

Teach:

I am ______ years old.
How old are you?

Vocabulary:

am
year
old
how
are

Sounds:

Continue work on previous sounds correcting errors as they occur.

am - Final m. Have the children close their lips just as they did for name.

how - The h tends to come out as sh. Show the pupils how the lips are kept open as the breath is expired through the mouth.

old - Final d. Show the pupils that the d is formed by placing the tip of the tongue on the tooth ridge directly behind the front teeth.

are - Listen for the pronunciation of the r.

Comprehension Patterns:

I walk to school.
Do you walk to school?
Yes, I do.

Suggested Procedures:

A. One pupil will be the leader.
Leader: (Stands in front of a pupil) Where does (he, she) live?
Class: (He, She) lives (in, at, near) _________.
Leader: (Stands in front of another pupil) Where does (he, she) live?
(Repeat 4 or 5 times. Leader chooses new leader. Change leader every 4 or 5 times.)
Each leader asks the class about a pupil's home.

B. Each pupil asks his neighbor around the circle: Where do you live?
Continue around the circle until all have responded.

C. Teacher shows the family cutouts or picture:
This is the big sister. She is 10 years old. This is the big brother. He is 11 years old. This is the little brother. He is 4 years old. This is the little sister. She is 3 years old. This is you, pointing to class. How old are you?

Teacher-Class: How old are you?
(Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times. 4 or 5 repeat at a time.)

Teacher-Class: Ask each pupil:
How old are you?

Pupil: (With teacher's help)
I am _____ years old.
Continue until all pupils have responded.

LESSON 13

Enrichment Activities

A. Music: MUSIC THROUGH THE DAY

Page 28:
"Birthday Song"

OUR SINGING WORLD: KINDERGARTEN BOOK - Page 17
"My Birthday is Today"

LESSON 14

Review:

I live (in, at, near) ______.
Where do you live?
(He, She) lives (in, at, near) ______.
Where does (he, she) live?
I am ______ years old.
How old are you?

Teach:

Patterns:

How old is (he, she)?
(He, She, Mary) is _____ years old.

Vocabulary:

is

Sounds:

Continue drill on sounds from previous lessons.

He - initial h. Mouth open. Blow air out.

She - She. Tongue against sides of mouth. Blow air out.

Do not allow omission of the word is or its final sound.

Comprehension Patterns:

He and she are difficult concepts for the Navajo student. The teacher goes around the room and places her hand on each child's head and says: he or she.

Pupils play a game. Class responds he or she as the leader indicates a pupil.

Suggested Procedures:

A. Each pupil asks his neighbor:
Where do you live? How old are you?
Neighbor: I live (in, at, near) ______.
I am ______ years old.
Continue until all pupils have asked and responded.
Pupils may answer: I am (age).

B. Teacher: Where does (he, she) live?
Class: (He, She) lives (in, at, near) ______.
Continue until each pupil has been asked about it.

C. Teacher-Class: Teacher calls a girl to the front of the class.
How old is she?
(Repeat 8 times. Repeat by ½ class 8 times. 4 or 5 repeat at a time.)

Teacher-Class: She is _____ years old.
(Repeat 8 times. Repeat by ½ class 8 times. 4 or 5 repeat at a time.)

½ Class: How old is she?
½ Class: She is ______ years old.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

D. Have each pupil choose someone and ask: How old is (he, she)?
Class: (He, She) is ______ years old.
Continue until all have responded.

Enrichment Activities:

A. Read a birthday story.
B. Play a birthday record.
C. Music: Same as Lesson 13
D. Have each pupil draw and color a birthday cake. (Teacher must show a birthday cake. Then show each child how many candles to put on his.)
E. Teacher: Make a chart showing each child's name and birthdate.

LESSON 15

Review:

My name is ______.
I live (in, at, near) ______.
I am ______ years old.

Teach:

Patterns:

Is (he, she) ______ years old?
Yes, (he, she) is ______ years old.

Vocabulary:

yes

Sounds:

y - Have the pupils say "louder" (yeigo) in Navajo. Transfer sound to yes.

Comprehension Patterns:

Are you ready to go home?
Yes, I am.
No, I am not.
The concept of birthday cake or the chart made.

Suggested Procedures:

A. Teacher: "Listen" my name is ______.
I live (in, at, near) ______.
I am ______ years old.
Call one pupil at a time and have them tell their names, addresses and ages. Repeat until all have performed.

B. Teacher asks class: How old is (he, she)? (As she holds up a birthday cake or points to the chart.)
The pupils respond: (He, She) is ______ years old.

C. Teacher-Class: (Teacher holds up one picture.) Is (he, she) 6 years old?
(Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times. 4 or 5 repeat at a time.)

D. Teacher: Is he 6 years old?
(As a boy stands up holding his birthday cake.)
Teacher-Class: Yes, he is. He is 6 years old.
Repeat procedure for each pupil as he or she holds up their picture of birthday cake.

Enrichment Activities:

A. Read birthday stories and poems.

B. Music: Same as Lesson 13.

LESSON 16

Review:

How old are you?
I am _____ years old.
How old is (he, she)?
(He, She) is _____ years old.
Is (he, she) _____ years old?
Yes, (he, she) is.

Teach:

Patterns:

No, (he, she) is not.
(He, She) is _____ years old.

Vocabulary:

no
not

Sounds:

Final t - not

Comprehension Patterns:

Put on your sweater.
Put on your coat.
Get on the bus.

Suggested Procedures:

A. Each pupil asks his neighbor:
How old are you?
Neighbor: I am ____ years old.
How old are you?
Continue until all have responded.

B. Teacher: As she stands in front of a student: How old is (he, she)?
Class: (He, She) is ____ years old.
(Repeat for 10 children)

C. Teacher: As she stands in front of pupil: Is (he, she) 6 years old?

D. Teacher-class: Is (he, she) ______ years old?
(Repeat 8 times. $\frac{1}{2}$ class repeat 8 times each, 4 or 5 pupils repeat at a time.)

Teacher-class: No, (he, she) is not.
(Repeat 8 times. $\frac{1}{2}$ class repeat 8 times each. 4 or 5 pupils repeat at a time.)

Teacher-$\frac{1}{2}$ class: Is (he, she) _______ years old?
Teacher-$\frac{1}{2}$ class: No, he is not.
No, she is not.
(He, She) is _____ years old.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

E. Each pupil holds his picture. Teacher calls one pupil to the front:
Teacher-$\frac{1}{2}$ class: Is (he, she) 4 years old?
Teacher-$\frac{1}{2}$ class: No, (he, she) is not.
(He, She) is 6 years old.
Continue until all pupils have held their pictures up and have been asked about their age. After the tenth time change pattern for each side and continue.

Enrichment Activities:

A. Construct another birthday chart with the children's help. This is to be used independently by the children to use their sentences.

LESSON 17

Review:

How old is (he, she)?
(He, She) is _____ years old.
Is (he, she) _____ years old?
Yes, (he, she) is.
No, (he, she) is not.
(He, She) is _____ years old.
How old are you?
I am _____ years old.

Teach:

Patterns:

Are you ______ years old?
Yes, I am.
No, I am not.

Vocabulary:

not

Sounds:

am - Continue work on final m.

not - Listen for proper pronounciation of final t.

Comprehension Patterns:

Get ready for lunch.
Are you hungry?
I am hungry.

Suggested Procedures:

A. One pupil stands in front of another and asks the class:
How old is (he, she)?
Class: (He, She) is _____ years old.
The pupil chosen goes to another child and asks the same thing. Continue about 10 times.

B. Pupil chosen stands in front of another pupil: Is (he, she) 6 years old? No, (he, she) is not. (He, She) is ______ years old.
Continue for the rest of the class. All pupils should have a turn to say one of the sentences.

C. Each pupil asks his neighbor:
How old are you?
Neighbor: I am ____ years old.

D. Teacher-Class: Are you 6 years old? (Repeat 3 times. 4 or 5 repeat at a time.)

Teacher-Class: Yes, I am. (Repeat 8 times. 4 or 5 repeat at a time.)
Teacher-$\frac{1}{2}$ Class: Are you 6 years old?
Teacher-$\frac{1}{2}$ Class: Yes, I am. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

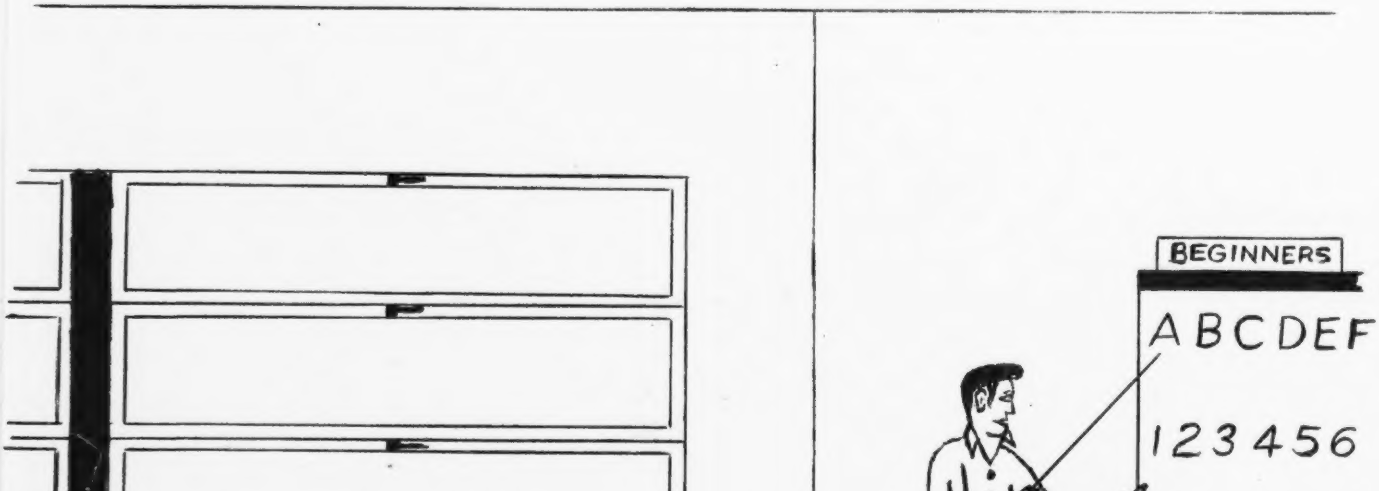
E. Teacher-Class: No, I am not. (Repeat 8 times.)
Teacher-Class: I am 5 years old. (Repeat 8 times.)
A pupil who is not six years old stands up.

Teacher-Class: Are you 6 years old?
Teacher-Pupil: No, I am not. I am 5 years old.
Each pupil asks his neighbor:
Are you 6 years old?
Neighbor: Yes, I am. or No, I am not. I am ____ years old.

Teacher helps each pupil to answer correctly.

UNIT IV

MY GRADE, SCHOOL, & MY TEACHER


BEGINNERS
ABCDEF
123456

LESSON 18

Review:

What is your name?
My name is ______.
Where do you live?
I live in ________.
How old are you?
I am _______ years old.

Teach:

Patterns:

I am in the (beginner's or pre-first) grade.
What grade are you in?

Vocabulary:

beginner's or pre-first
grade
the

Sounds:

beginners - Final s.

pre-first - pre: The Navajo pupil tends to insert an extra sound between pr and e. Elongate preeeee.

first - The sound is formed by going rapidly from s to t. Have the pupils say the t sound formed by placing tongue on front tooth ridge. Air is expelled. Children say (z/s) with sides of tongue on teeth, curved tongue, air expelled. Then put the two sounds together - st. Pronounce first.

the - carry over from father may be evident. Place tongue between teeth and pull in - the. Pronounce words in this order: father, mother, the.

Comprehension Patterns:

Let's go eat.
Thank you.

Suggested Procedures:

A. Each pupil asks his neighbor:
What is your name?
Pupil: My name is ________.
Continue until all pupils have responded.

B. First pupil in circle stands and asks his neighbor: Where do you live? Second pupil stands and asks his neighbor. Continue until all have responded.

C. Each pupil asks the pupil across the circle from him: How old are you?
Pupil: I am ______ years old.
First pupil sits. Continue until all have responded.

D. Teacher shows pictures of pupils from other classrooms. He is in the first grade. She is in the second grade. Have pupils from other classrooms come and tell what grade they are in.

E. Teacher-Class: What grade are you in? (Repeat 8 times. By $\frac{1}{2}$ class repeat 8 times. 4 or 5 repeat at a time.)

F. Teacher-Class: I am in the (pre-first or beginners) grade.
(Repeat 8 times. $\frac{1}{2}$ class repeat 8 times.)
Teacher-$\frac{1}{2}$ Class: What grade are you in?
Teacher-$\frac{1}{2}$ Class: I am in the (beginner's or pre-first) grade.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

G. Have one pupil come to the front of room. Class asks them: What grade are you in? Pupil answers: I am in the (pre-first or beginner's) grade. Continue until each pupil has responded.

Enrichment Activities:

A. Art: Draw a large picture of the class. Construct a classroom and each child model himself out of clay and place it in his proper place in the classroom.

LESSON 19

Review:

How old is (he, she)?
(He, She) is _____ years old.
What grade are you in?

Teach:

Patterns:

What grade is (he, she) in?
(He, She) is in the ______ grade.
Is (he, she) in the first grade?
Yes, (he, she) is.
No, (he, she) is not.

Vocabulary:

grade
the

Sounds:

gr - grade
d - grade Same as in old

Comprehension Patterns:

Stand up.
Sit down.

Suggested Procedures:

A. Each pupil asks someone of his choice:
How old is (he, she)? (as he indicates whom he is speaking about)
Continue until each pupil has recited.

B. Each pupil asks his neighbor:
How old are you?
Neighbor: I am _____ years old.
Continue until all have responded.

C. Teacher: How old is he?
Class: He is ______ years old.
Teacher-Class: What grade is (he, she) in? (Repeat 8 times.)
Teacher-Class: (He, She) is in the pre-first grade. (Repeat 8 times.)
Teacher: Stand up (name).
Teacher-½ Class: What grade is (he, she) in?
Teacher-½ Class: (He, She) is in the pre-first grade. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)
Ten pupils ask about another.
Pupil: What grade is (he, she) in?
Class: (He, She) is in the ____ grade.

D. Teacher-Class: Is (he, she) in the pre-first grade? (Repeat 8 times.)
Teacher-Class: Yes, (he, she) is.
Teacher: Stand up (name).
Teacher-½ Class: Is (he, she) in the pre-first grade?
Teacher-½ Class: Yes, (he, she) is. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)
Ten pupils one at a time ask class about another.
Pupil: Is (he, she) in the pre-first grade?
Class: Yes, (he, she) is.

E. Teacher-Class: Is (he, she) in the second grade? (Repeat 8 times.)
Teacher-Class: No, (he, she) is not. (He, She) is in the _____ grade.

Suggested Procedures: - Continued

Teacher-$\frac{1}{2}$ Class: Is (he, she) in the second grade?
Teacher-$\frac{1}{2}$ Class: No, (he, she) is not. (He, She) is in the pre-first grade.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Ten pupils ask about someone in the class:
Pupil: Is (he, she) in the second grade?
Class: No, (he, she) is not. (He, She) is in the pre-first grade.

LESSON 20

Review:

How old are you?
I am _____ years old.
What grade are you in?
I am in the _____ grade.

Teach:

Patterns:

I go to school at ______
public school.
Where do you go to school?

Vocabulary:

go
to school
at
public

Sounds:

go - g: Have the children feel their throats for the gluttera! vibration. Compare to morning.

to - t: Same exercise as t in first.

public - c: Final k sound. Stress the sound. Have the pupils listen to you. Each pupil says the word. Then have each say: public school.

school - Practice sk. Be sure the children are pronouncing school. This tends to be an omission rather than a mispronunciation.

school - Final l.

Comprehension Patterns:

That is mine.
I'll give it to you.

Suggested Procedures:

A. Teacher calls three pupils to recite.
1st Pupil: My name is ______.
What is your name?
2nd Pupil: My name is ______.
What is your name?
3rd Pupil: My name is ______.
How old are you?
1st Pupil: I am 6 years old.
How old are you?
2nd Pupil: I am 6 years old.
How old are you?
3rd Pupil: I am 5 years old.
What grade are you in?
1st Pupil: I am in the pre-first grade.
What grade are you in?
3rd Pupil leaves.
2nd Pupil: I am in the pre-first grade.
What grade is (he, she) in?
(3rd pupil)
1st Pupil: (He, She) is in the pre-first grade.
(Repeat exercise 4 or 5 times.)

B. Teacher-Class: Where do you go to school? (Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times. 4 or 5 repeat at a time.)

C. Teacher-Class: I go to school at Zuni public school. (Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times. 4 or 5 repeat at a time.)

D. Teacher-$\frac{1}{2}$ Class: Where do you go to school?
Teacher-$\frac{1}{2}$ Class: I go to school at Zuni public school. (Repeat 8 times. Change pattern for each side.)

E. Each pupil chooses someone.
1st Pupil: (Name) where do you go to school?
2nd Pupil: I go to school at (Thoreau) public school. Where do you go to school?
1st Pupil: I go to school at (Thoreau) public school.
2nd Pupil: Where do you go to school?
Continue until all pupils have had a turn.

Enrichment Activities:

A. Draw a large picture of your school.

LESSON 21

Review:

Where do you go to school?
I go to school at (Crownpoint) public school.

Teach:

Patterns:

Where does (he, she) go to school?
(He, She) goes to school at ________ public school.

Vocabulary:

goes

Sounds:

Final s - goe_s_

Suggested Procedures:

A. Class: How old are you?
Pupil: I am _____ years old.
Class: What grade are you in?
Pupil: I am in the pre-first grade.
Class: What grade is (he, she) in?
(Teacher indicates pupil)
Pupil: (He, She) is in the pre-first grade.
Continue until all have responded.

B. Teacher-Class: Where does (he, she) go to school?
(Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times. 4 or 5 pupils repeat at a time.)
Teacher-Class: (He, She) goes to school at Tse Bonito public school.
(Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times. 4 or 5 pupils repeat at a time.)
$\frac{1}{2}$ Class: Where does (he, she) go to school?
$\frac{1}{2}$ Class: (He, She) goes to school at _________ public school.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Teacher: Stand up, (Name).
Class: Where does (he, she) go to school?
Pupil is chosen to answer: (He, She) goes to school at _______ public school.

Pupil answering chooses another to answer. Pupil being talked about chooses someone else.
Continue until all have participated.

C. Teacher-Class: Does he go to Tohatchi public school?
(Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times. 4 or 5 pupils repeat at a time.)
Teacher-Class: Yes, (he, she) does.
(Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times. 4 or 5 pupils repeat at a time.)

Suggested Procedures: - Continued

$\frac{1}{2}$ Class: Does (he, she) go to Tohatchi public school?
$\frac{1}{2}$ Class: Yes, (he, she) does.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Teacher-Class: Does (he, she) go to _________ public school?
Repeat 4 or 5 times.

Teacher-Class: No, he does not.
(Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times. 4 or 5 pupils repeat at a time.)

Teacher: (As she holds her hand above head of pupil.)
Does (he, she) go to _______ public school?
Class: Yes, (he, she) does. or No, (he, she) does not.
Repeat for each pupil.

LESSON 22

Review:

What is your name?
My name is ______.
Where do you go to school?
I go to school at _______.
What grade are you in?
I am in the _______ grade.

Teach:

Patterns:

What is your teacher's name?
My teacher's name is ______.
________ is my teacher.

Vocabulary:

teacher
teacher's

Sounds:

Final s - teacher's

Comprehension:

Choose me.

Suggested Procedures:

A. Three children come to the front of the room.
1st Pupil: What is your name?
2nd Pupil: My name is ______. What is your name?
3rd Pupil: My name is ______. What is your name?
1st Pupil: My name is ______.
2nd Pupil: I go to school at _______. Where do you go to school?
1st Pupil: I go to school at _______. What grade are you in?
2nd Pupil: I am in the (beginner's or pre-first) grade. What grade are you in?
3rd Pupil: I am in the (pre-first or beginner's) grade.
(In groups of three continue this exercise until all have participated.)

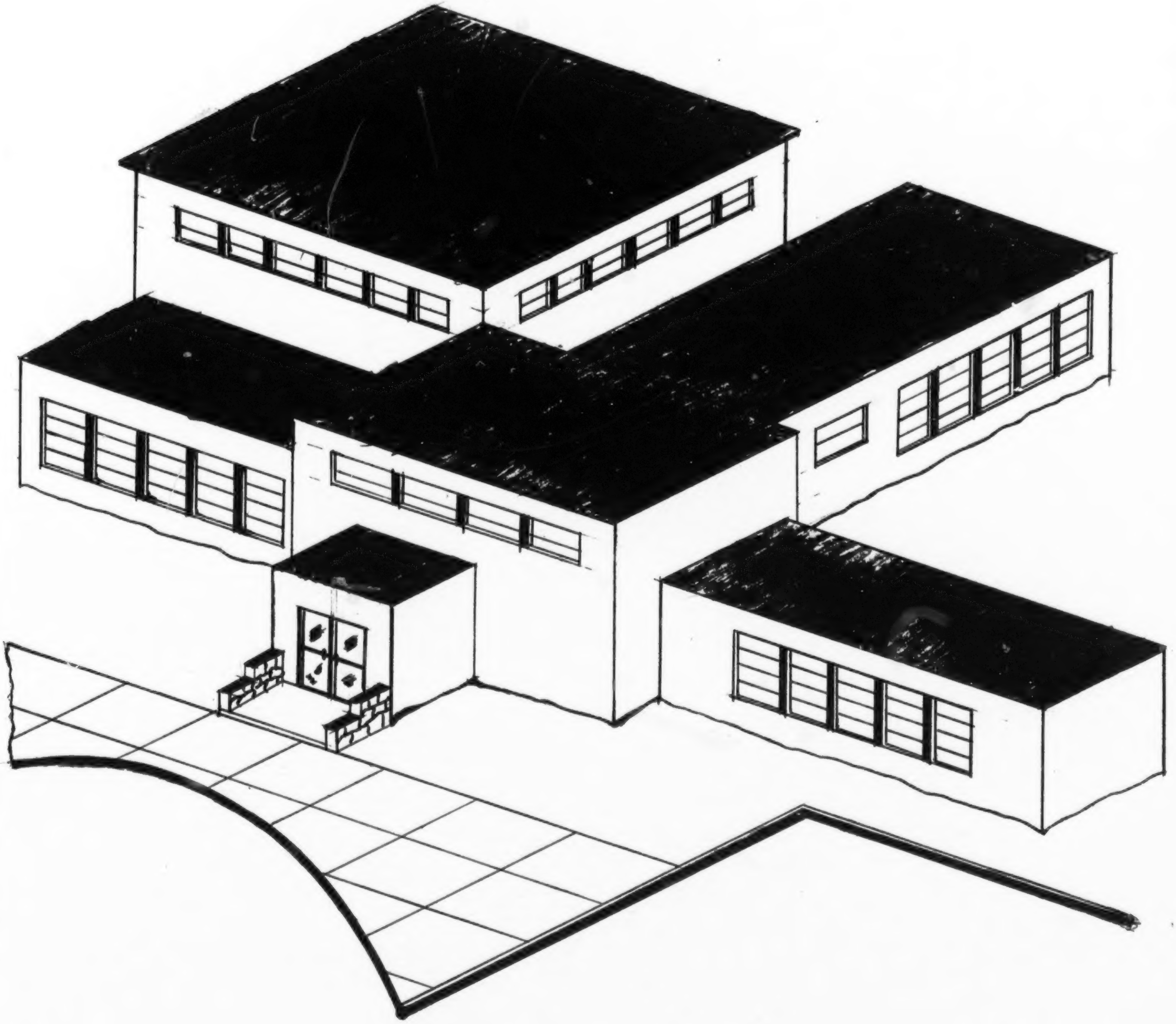
B. Teacher-Class: What is your teacher's name?
(Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times. 4 or 5 repeat at a time.)
Teacher-Class: My teacher's name is ________. (Repeat 8 times. Repeat by $\frac{1}{2}$ class 8 times. 4 or 5 repeat at a time.)
Teacher-$\frac{1}{2}$ Class: What is your teacher's name?
Teacher-$\frac{1}{2}$ Class: My teacher's name is _______.(Repeat 8 times. Change pattern for each side. Repeat 8 times.) Call one child to come to the front of the room.
Class: What is your teacher's name?
Pupil: My teacher's name is ________. (He chooses another pupil. Repeat until all have responded.)

Enrichment Activities:

A. Draw a large picture of your teacher.

UNIT V

OUR SCHOOL COMMUNITY



LESSON 23

Review:

Where do you go to school?
I go to Tohatchi public school.
What is your teacher's name?
My teacher's name is ________.

Teach:

Patterns:

The principal is ________.
Who is the principal?
________ is the principal.

Vocabulary:

principal
who

Sounds:

ci/si - principal
Final l - principal
The word ends with the mouth open and the tongue against the back of the teeth. L is never a final consonant in Navajo.

Comprehension:

Mr.

Suggested Procedures:

A. Each pupil holds up the picture of his school.
Class: Where do you go to school?
Pupil: I go to ________ public school.
(Repeat until all have participated)
Collect pictures as the pupils finish reciting.

B. Each pupil holds up the picture of teacher they have made.
Class: What is your teacher's name?
Pupil: My teacher's name is _______.
Continue until all have participated.
Collect pictures as the pupils finish reciting.

C. Take a trip to the office. Introduce the principal. (Mr., Mrs., Miss) ________ is the principal.
Class: Good Morning.
Show a picture of the principal if a visit is not possible.

D. Teacher-Class: (Mr., Mrs., Miss) ________ is the principal. (Repeat 8 times. 4 or 5 repeat at a time.)
Teacher-Class: Who is the principal? (Repeat 8 times. 4 or 5 repeat at a time.)
Teacher-½ Class: Who is the principal?
Teacher-½ Class: (Mr., Mrs., Miss) is the principal.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

E. Each pupil asks his neighbor:
Who is the principal?
Pupil: (Mr. Miss, Mrs.) ________ is the principal.

Enrichment Activities:

A. Draw a picture of the principal in the office. The teacher can keep these pictures and at the end of the unit make a notebook for each child.

LESSON 24

Review:

Who is the principal?
(Mr., Miss, Mrs.) __________
is the principal.

Teach:

Patterns:

Who is a teacher?
(Mr., Miss, Mrs.) _________ is
a teacher.

Vocabulary:

teacher

Sounds:

ch - teacher: Air expelled through curved tongue with sides touching teeth.

Final r - teacher: Be sure that children are pronouncing it. father, mother, teacher

Comprehension:

here
Miss
Mrs.

Suggested Procedures:

A. Using the pictures of the principal which were drawn yesterday:
$\frac{1}{2}$ class: Who is the principal?
$\frac{1}{2}$ class: (Mr., Miss, Mrs.) ______ is the principal.
When $\frac{1}{2}$ of the pictures have been displayed, change the pattern for each side and continue until all pictures have been discussed.

B. Take a trip through the school. If possible introduce the teachers. (Mr., Miss, Mrs.) _______ is a teacher here.

C. Each pupil asks his neighbor: What is your teacher's name?
Neighbor: My teacher's name is _________. Continue until all have responded.

D. Teacher-Class: (Their own teacher) is a teacher. (Repeat 8 times.)
Teacher-Class: Who is a teacher? (Repeat 8 times.)
$\frac{1}{2}$ Class: Who is a teacher?
$\frac{1}{2}$ Class: (Name of their own teacher) is a teacher.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

E. Teacher-Class: Who is a teacher?
Teacher-Class: ________ is a teacher. Continue repetition chorally until the class has repeated each teacher's name 4 or 5 times.

F. Each child asks his neighbor: Who is a teacher?
Pupil: ______ is a teacher.
Drill on the Mr., Miss, Mrs., words. Teacher shows and tells through pictures, flannel board, etc. the difference between Mr., Miss, and Mrs. Each little boy can be Mr. and each little girl, Miss, and the teacher Mrs.

Enrichment Activities:

A. Art: Each child draw a picture of a teacher other than their own. (To be placed in their books)

LESSON 25

Review:

(Mr., Miss, Mrs.) ________ is the principal.
Who is the principal?
(Mr., Miss, Mrs.) _______ is a teacher.
Who is a teacher?

Teach:

Patterns:

Who is a janitor?
Who is the janitor? (If only 1)
Mr. ________ is a janitor.

Vocabulary:

janitor

Sounds:

Final r - same as for teacher in janitor.

Comprehension:

Miss
Mrs.
Mr.
Janitor

Suggested Procedures:

A. Each pupil to his neighbor: Good morning. Who is the principal?

Pupil: Good morning. (Mr., Mrs., Miss) ________ is the principal.

B. Teacher-Class: John, who is a teacher?
John: (Displaying his picture) (Mr., Mrs., Miss) _______ is the teacher.
Continue until each child has responded.

C. Teacher shows a picture of the janitors or of men working -- mopping, waxing.
Teacher-Class: Mr. ________ is a janitor. (Repeat 8 times. 4 or 5 repeat at a time.)
Teacher-Class: Who is a janitor? (Repeat 8 times. 4 or 5 repeat at a time.)

Teacher-½ Class: Who is a janitor?
Teacher-½ Class: Mr. _______ is a janitor. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

D. Each child asks the class:
Who is a janitor?
Class: Mr. ________ is a janitor.

Enrichment Activities:

A. Draw a picture of the janitors.

LESSON 26

Review:

(Mr., Mrs., Miss) _______ is the principal.
Who is the principal?
(Mr., Mrs., Miss) ______ is a teacher.
Who is a teacher?
Mr. _______ is a janitor.
Who is a janitor?

Teach:

Patterns:

(Miss, Mrs.) ________ is a cook.
Who is a cook?

Vocabulary:

cook

Sounds:

Final k - coo_k_
Isolate the k sound. Have the class reproduce it; then each pupil say coo_k_.

Comprehension:

Cook.

Suggested Procedures:

A. Teacher-½ Class: Who is a janitor?
Teacher-½ Class: Mr. _______ is a janitor. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

B. Each pupil shows their picture of a janitor.
Pupil: Mr. ________ is a janitor.
Continue until each pupil has shown his picture and told about it.

C. Teacher shows a picture of a cook or cooks: (Mrs., Miss) ________ is a cook.
Teacher-Class: (Mrs., Miss) is a cook. (Repeat 8 times. 4 or 5 repeat at a time.)
Teacher-Class: Who is a cook? (Repeat 8 times. 4 or 5 repeat at a time.)

D. Teacher-½ Class: Who is a cook?
Teacher-½ Class: (Mrs., Miss) __________ is a cook. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

E. Visit the kitchen. The teacher introduces the cooks to the pupils.

F. Class to 1st pupil: Who is a cook?
Pupil: (Mrs., Miss) _______ is a cook. (Repeat 4 or 5 times.)
Class to 1st pupil: Who is a teacher?
1st Pupil: (Mrs., Miss) _______ is a teacher.
Class: Who is the principal?
Pupil: (Mr., Mrs., Miss) _______ is the principal.
Each pupil asks his neighbor: What is your teacher's name?
Neighbor: My teacher's name is ______.
Continue until all have recited.

Enrichment Activities:

A. Draw a picture of the cooks.

LESSON 27

Review:

(Mr., Mrs., Miss) _______ is the principal.
Who is the principal?
(Mr., Mrs., Miss) _______ is a teacher.
Who is a teacher?
Mr. _______ is a janitor.
Who is a janitor.
(Mrs., Miss) _______ is a cook.
Who is a cook?

Teach:

Patterns:

(Mr., Mrs., Miss) _______ is a bus driver.
Who is a bus driver?

Vocabulary:

bus driver

Sounds:

Final s - bus

v - driver
Bite lower lip, release v.
Bite lower lip; release, pronounce ver. Dri (bite lower lip) ver.

Suggested Procedures:

A. Two children stand up. One is a new student and wants to know about the school.
1st Pupil: Who is the principal?
2nd Pupil: (Mr., Mrs., Miss) _______ is the principal.
1st Pupil: Who is a teacher?
2nd Pupil: (Mr., Mrs., Miss) _______ is a teacher.
1st Pupil: Who is a janitor?
2nd Pupil: Mr. _______ is a janitor.
1st Pupil: Who is a cook?
2nd Pupil: (Mrs., Miss) _______ is a cook.
1st Pupil: Thank you.

B. Teacher shows a picture of a bus and driver. (Place a number or letter to denote one of the school busses the children ride.)
Teacher Class: Who is a bus driver? (Repeat 8 times. 4 or 5 repeat at a time.)
Teacher-Class: _______ is a bus driver. (Repeat 8 times. 4 or 5 repeat at a time.)
Teacher-½ Class: Who is a bus driver?
Teacher-½ Class: _______ is a bus driver. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

C. Teacher-½ Class: Who is a bus driver?
Teacher-½ Class: _______ is a bus driver. (Repeat until all bus drivers have been named by each side.)

Enrichment Activities:

A. Music: "School Bus" listed in back of this guide under ENRICHMENT. "Bus Song" Page 88: MUSIC THROUGH THE DAY, Grade 1.

B. Art: Draw a picture of the bus drivers. The book can now be assembled.

LESSON 28

Review:

(Mr., Mrs., Miss) ________ is the principal.
Who is the principal?
(Mr., Mrs., Miss) ________ is a teacher.
Who is a teacher?
Mr. ________ is a janitor.
Who is a janitor?
(Miss, Mrs.) ________ is a cook.
Who is a cook?
(Mr., Mrs., Miss) ______ is a bus driver.
Who is a bus driver.

Teach:

Patterns:

(He, She) is (my, our) ________.
(He, She) is the principal.
(He, She) is the teacher.
(He, She) is a janitor.
(He, She) is a cook.
(He, She) is a bus driver.
Who is (he, she)?

Vocabulary:

Review he and she.

Sounds:

Be sure the children pronounce is. They tend to omit this little word.

Comprehension:

Review he, she, Mr., Mr., Miss

Suggested Procedures:

A. Teacher-½ Class: Who is he?
(Repeat 8 times)
Teacher-½ Class: He is the principal.
(Repeat 8 times)

B. Teacher-½ Class: Who is she?
Teacher-½ Class: She is a teacher. (Repeat 8 times. Change pattern for each side. Repeat 8 times)

C. Hand out the booklets. Each child shows his book. Open to the first page, 2nd, etc.
Teacher-Class: Who is he?
Pupil: He is the principal.
Continue until all have shown their pictures and the class has asked for identification of each.

D. He is (my, our) ________.
Each pupil states:
________ is my teacher.
________ is our principal.
________ is our janitor.

LESSON 29

Review:

(Mrs., Mrs., Miss) ________ is the principal.
Who is the principal.
(Mr., Mrs., Miss) _______ is a teacher.
Who is a teacher?
Mr. _________ is a janitor.
Who is a janitor?
(Miss, Mrs.) _________ is a cook.
Who is a cook?
(Mr., Mrs., Miss) _________ is a bus driver.
Who is a bus driver?
Who is (he, she)?
(He, She) is a (occupation) .

Teach:

Patterns:

Is (he, she) (the, a) (occupation)?
Yes, (he, she) is.
No, (he, she) is not.

Vocabulary:

is
not
yes
no

Sounds:

Final t - not

Suggested Procedures:

A. Have each child ask his neighbor one of the review questions about a worker.

B. Teacher: Holding up a picture of the principal, or one of the children's pictures of the principal.
Who is she?
Class: He is the principal.
Teacher: Who is she?
Class: She is a cook.
Continue until all workers have been presented and the class has responded.

C. Teacher-Class: Is he the principal? (Repeat 8 times.)
Teacher-Class: Yes, he is. He is the principal. (Repeat 8 times.)

D. Teacher-½ Class: Showing picture of each worker. Is (he, she) a _______?
Teacher-½ Class: Yes, (he, she) is.
Continue until all workers have been asked about.

E. Teacher: Showing a picture of a teacher. Is she a cook?
Teacher-Class: No, she is not. She is a teacher. (Repeat 8 times.)
Teacher asks class about 7 or 8 workers for a negative answer.
Teacher-½ Class: Is he a janitor?
Teacher-½ Class: No, he is not.
He is a teacher. (Repeat 8 times.
Change pattern for each side. Repeat 8 times.)

F. Each child shows one of his pictures and asks either for a positive or negative answer.
Pupil: Is he a janitor?
Class: No, he is not. He is a teacher.
Continue until all pupils have exhibited their pictures and asked the questions.

LESSON 30

Review:

Who is (he, she)?
(He, She) is a (school worker).
Is (he, she) (a, the) ______?
Yes, (he, she) is.
No, (he, she) is not.

Teach:

Patterns:

Is (Mrs., Miss, Mr.,) ________ (a, the) principal?
Yes, (he, she) is.
(Mr., Mrs., Miss) _______ is a _______.
No, (he, she) is not.

Vocabulary:

Re-emphasize he and she.

Sounds:

Continue work on final t.

Comprehension:

Continue work on he, she, Mr., Mrs., Miss.

Enrichment Activities:

A. Prepare a tape recording of the sounds common to a teacher, janitor, cook, etc. Have pupils listen and identify workers by the sounds.

B. Music: Song about school workers.

Suggested Procedures:

A. The teacher shows pictures in the pupil's books, or her own pictures of the school workers.
$\frac{1}{2}$ Class: Who is (he, she)?
$\frac{1}{2}$ Class: (He, She) is a _______.
Continue until at least the principal, one teacher, one janitor, one cook and one bus driver have been identified.

B. Teacher-Class: Is (he, she) the principal?
Class: Yes, (he, she) is. (He, She) is the principal.
Continue until at least one of the workers has been asked about positively.

C. Teacher-Class: Is (he, she) a cook?
Class: No, (he, she) is not. (He, She) is a teacher.
Continue until at least one of the workers has been asked about negatively.

D. Teacher-Class: Is Mr. _______ the principal? (Repeat 8 times. 4 or 5 repeat at a time.)
Teacher-Class: Yes, he is. (Mr., Mrs., Miss) _______ is the principal. (Repeat 8 times.)

Teacher-$\frac{1}{2}$ Class: Is Mr. ________ the principal?
Teacher-$\frac{1}{2}$ Class: Yes, he is. Mr. ________ is the principal.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)
Have each pupil ask his neighbor about a worker until all have responded.

E. Teacher-Class: Is Mrs. _______ a bus driver?
Teacher-Class: No, she is not. She is a cook. (Repeat 8 times)

Suggested Procedures:

E. - Continued

Teacher-$\frac{1}{2}$ Class: Is Mrs. ________ a bus driver?
Teacher-$\frac{1}{2}$ Class: No, she is not. She is a cook.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Have each pupil ask his neighbor about a worker. This lesson requires a lot of help from the teacher at first.

F. Have each pupil act out the part of a worker.

$\frac{1}{2}$ Class: Who is (he, she)?
$\frac{1}{2}$ Class: (He, She) is ________.

LESSON 31

Review:

Who is (he, she)?
(He, She) is a ________.
Is (he, she) a cook?
No, (he, she) is not.
Yes, (he, she) is.
Who is (our, your) ________?

Teach:

Patterns:

Mrs. Yazzie is a cook.
What is Mrs. Yazzie?

Sounds:

Continue working on all previous sounds.

Suggested Procedures:

A. Each pupil points to a picture or to one of their own pictures and ask:
Pupil: Who is (he, she)?
Class: (He, She) is (a, the) ________.
Repeat until all have asked and responded.

B. Teacher: Holding up a picture of one of the workers: Is (he, she) a cook?
Class: No, (he, she) is not. (He, She) is a bus driver.
Teacher: Is he a bus driver?
Class: No, he is not. He is a teacher.
Teacher: Is he the principal?
Class: No, he is not. He is the janitor.
Continue until one of each of the workers has been asked about negatively.

C. Teacher-Class: Who is Mr. _______? (Repeat 8 times)
Teacher-Class: Mr. ______ is the principal. (Repeat 8 times)
Teacher-½ Class: Who is Mr. _____?
Teacher-½ Class: Mr. ______ is the principal. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

D. Each pupil thinks of a name. Ask his neighbor: Who is (Mr., Mrs., Miss) _______?
Neighbor: (Mr., Mrs., Miss) ________ is a ________.
Continue until all have questioned and responded.

Enrichment Activities:

A. Listening: Play a game in which each child covers his eyes and tries to identify the speaker.

LESSON 32

Review:

Who is a (teacher, principal, cook, bus driver, janitor)?
________ is a (teacher, etc.).

Teach:

Patterns:

Who is (your, our) (teacher, bus driver)?
(Mr., Mrs., Miss) ______ is (my, our) (teacher, bus driver).

Vocabulary:

your
teacher
bus driver
is

Sounds:

Continue working on previous sounds.

Suggested Procedures:

A. Five children ask their neighbor:
Who is a teacher?

B. Five children ask and respond:
Who is the principal?

C. Five pupils ask and respond:
Who is the janitor?

D. Five pupils ask and respond:
Who is a bus driver?
Who is a cook?

E. Each pupil asks his neighbor:
What is your name?
Continue until all have responded.

F. Teacher-Class: Who is your teacher?
(Repeat 8 times)
Teacher-Class: My teacher is ______.
(Repeat 8 times)
½ Class: Who is your teacher?
½ Class: My teacher is ______.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil asks his neighbor:
Who is your teacher?
Continue until all have responded.

G. Teacher-Class: Who is your bus driver?
(Repeat 8 times)
Teacher-Class: (Mr., Mrs., Miss) ______ is my bus driver.
(Repeat 8 times)

½ Class: Who is your bus driver?
½ Class: (Mr., Mrs., Miss) ______ is my bus driver.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Suggested Procedures: - Continued

Each pupil asks his neighbor: Who is your bus driver?
Each pupil answers: (Mr., Mrs., Miss) _________ is my bus driver.

Continue until all have responded.

LESSON 33

Review:

Who is your (teacher, bus driver)?
(Mr., Mrs., Miss) ______ is my (teacher, bus driver).

Teach:

Patterns:

Who is our (teacher, principal, janitor, cook)?
(Mr., Mrs., Miss) ______ is our (teacher, principal, janitor, cook).

Vocabulary:

our

Sounds:

Continue working on previous sounds.

Suggested Procedures:

A. Each student asks his neighbor: Who is your teacher?, bus driver?
Pupil: (Mr., Mrs., Miss) ______ is my (teacher, bus driver).

Continue until all have questioned and responded.

B. Teacher-½ Class: (Teacher indicates entire class) Who is our teacher?
Teacher-½ Class: (Mrs., Mr., Miss) ______ is our teacher.

(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

C. Teacher-½ Class: Who is our principal?
Teacher-½ Class: (Mr., Mrs., Miss) ______ is our principal.

(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

D. Teacher-½ Class: Who is our janitor?
Teacher-½ Class: (Mr.) ______ is our janitor.

(Repeat 8 times. Change pattern for each side. Repeat 8 times).

E. Teacher-½ Class: Who is our cook?
Teacher-½ Class: (Miss, Mrs.) ______ is our cook.

(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Suggested Procedures: - Continued

F. The teacher tells the first pupil in the circle to stand and ask the class: Who is our teacher?
Class: (Mr., Mrs., Miss) ________ is our teacher.

Pupil: Who is our principal?
Class: (Mr., Mrs., Miss) _______ is our principal.

Pupil: Who is our cook?
Class: (Miss, Mrs.) ________ is our cook.

Pupil: Who is our janitor?
Class: Mr. ______ is our janitor.

Continue until each child has asked the class.

Enrichment Activities:

A. Read a story of things which are "our".

LESSON 34

Review:

Who is your bus driver?
Who is our (teacher, principal, janitor, cook)?
My bus driver is _______.
Our (teacher, principal, cook, janitor) is (Mr., Mrs, Miss) _________.

Teach:

Patterns:

Who is (his, her) teacher?
principal?
bus driver?
(His, Her) (teacher, principal, bus driver) is __________.
(Mr., Mrs., Miss) ________ is (his, her) (teacher, bus driver, principal).

Vocabulary:

his
her

Sounds:

Continue work on previous sounds.

Suggested Procedures:

A. Have each student ask his neighbor:
Who is your bus driver?
Each pupil responds.

B. Each pupil asks his neighbor:
Who is our principal?
Continue until all have responded.

C. Teacher-½ Class: Who is her teacher?
Teacher-½ Class: Her teacher is _____.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)
Have a girl come to the front.
Teacher: Who is her teacher?
Class: Her teacher is (Mr., Mrs., Miss) __________.
Have each girl stand up as the class asks and responds.
½ Class: Who is her teacher?
½ Class: (Mr., Mrs., Miss) ________ is her teacher.

D. Teacher-½ Class: Who is his teacher?
Teacher-½ Class: His teacher is _____.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)
Have a boy stand up.
Teacher: Who is his teacher?
Class: His teacher is ________.
Have each boy stand up.
½ Class: Who is his teacher?
½ Class: His teacher is _______.
Continue until all boys have been asked about.

E. Have one pupil go to another pupil and ask: Who is (his, her) teacher?
Class: (His, Her) teacher is _______.
The pupil being asked about goes to another person and repeats question.
Class answers:
Continue until all pupils have participated.

LESSON 34

Suggested Procedures: - Continued

F. Repeat procedure E for:

Who is (his, her) bus driver?
Who is (his, her) principal?

Enrichment Activities:

A. Listening - Story About School.

B. Music: "Who Will Ride the Bus?" Page 138, KINDERGARTEN BOOK: OUR SINGING WORLD.

"Who will ride the bus with
me?" I will. I will.
Who will be our bus driver?
I will. I will.

LESSON 35-36

Review:

Who is (your, our) (principal, teacher, janitor, cook, bus driver)?
(Your, Our) (principal, teacher, janitor, cook, bus driver) is (Mr., Miss, Mrs.) __________.
(Mr., Miss, Mrs.) __________ is (his, her) (teacher, etc.).

Teach:

Patterns:

Where is (your, our, the) (teacher, cook, principal, janitor, secretary)?
Here (he, she) is.
(He, She) is outside.
(He, She) is in the room.
office.
hall.
kitchen.

Vocabulary:

room
office
hall
kitchen
outside
here

Sounds:

oo - room: Elongate the sound: rooooooom.

Final m - room: Be sure the pupil's mouths are closed.

k - kitchen: Formed by arching back part of the tongue surface so that the air is blocked at the mouth.

Comprehension Patterns:

Go outside.
Go into the (kitchen, office, hall).

Suggested Procedures:

A. Each pupil asks his neighbor: Who is your teacher?
Each pupil responds: (My, Our) teacher is (Mr., Miss, Mrs.) __________.

B. Each pupil asks the pupil across the room: Who is our principal?
Pupil: Our principal is (Mr., Miss, Mrs.) __________.
Continue until all have responded.

C. 1st pupil in circle asks whomever he chooses: Who is your bus driver?
Pupil chosen: My bus driver is ______.

D. $\frac{1}{2}$ Class: Who is our cook?
$\frac{1}{2}$ Class: Our cook is ________.

E. $\frac{1}{2}$ Class: Who is our janitor?
$\frac{1}{2}$ Class: Our janitor is _________.

F. $\frac{1}{2}$ Class: Who is our secretary?
$\frac{1}{2}$ Class: Our secretary is ________.

G. Teacher-Class: Where is our principal?
(Repeat 8 times)
Teacher-Class: Our principal is in the office.
(Repeat 8 times)
Teacher-$\frac{1}{2}$ Class: Where is our principal?
Teacher-$\frac{1}{2}$ Class: Our principal is in the office.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)
Each pupil asks his neighbor: Where is our principal?
Pupil: Our principal is in the office.

H. Teacher-Class: Where is our secretary?
(Repeat 8 times)
Teacher-Class: Our secretary is in the office.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)
Each pupil asks his neighbor: Where is our secretary?
Pupil: Our secretary is in the office.

Suggested Procedures: - Continued

I. Teacher-Class: Where is our teacher? (Repeat 8 times)
Teacher-Class: Our teacher is in the room. (Repeat 8 times)

Teacher-½ Class: Where is our teacher?
Teacher-½ Class: Our teacher is in the room. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil asks his neighbor: Where is our teacher? Neighbor responds.
Continue until all have responded.

J. Teacher-½ Class: Where is our cook?
Teacher-½ Class: Our cook is in the kitchen. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil asks the pupil across the circle from him: Where is our cook?
Pupil: Our cook is in the kitchen.

K. Teacher-½ Class: Where is our janitor?
Teacher-½ Class: Our janitor is outside. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

L. Teacher-½ Class: Where is our teacher?
Teacher-½ Class: Our teacher is in the room. (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil asks his neighbor: Where is our teacher?
Pupil: Our teacher is in the room.

Continue until all have responded.

LESSON 37

Review:

Where is (your, our) (teacher, cook, principal, janitor, bus driver)?
Here (he, she) is.
(He, She) is in the(room, hall, outside, office).

Teach:

Patterns:

Where is (your, our) teacher?
(He, She) is in the (room, hall, outside, office).

Vocabulary:

room
office
hall
kitchen
outside

Sounds:

Continue working on previous sounds.

Comprehension Patterns:

Where are you?

Suggested Procedures:

A. Each pupil asks his neighbor:
Where is your bus driver?
Each pupil answers: He is outside.

B. 1st Pupil: Where is your teacher?
2nd Pupil: She is in the room.
3rd Pupil: Where is your teacher?
4th Pupil: She is in the room.

Teacher chooses one pupil to be the teacher. Pupil goes outside. Teacher chooses four pupils to speak.

1st Pupil: Where is your teacher?
2nd Pupil: She is outside.
3rd Pupil: Where is your teacher?
4th Pupil: She is outside.

Another student is chosen as teacher. She goes out in the hall.
Choose 4 more pupils.
1st Pupil: Where is your teacher?
2nd Pupil: She is in the hall.
3rd Pupil: Where is your teacher?
4th Pupil: She is in the hall.

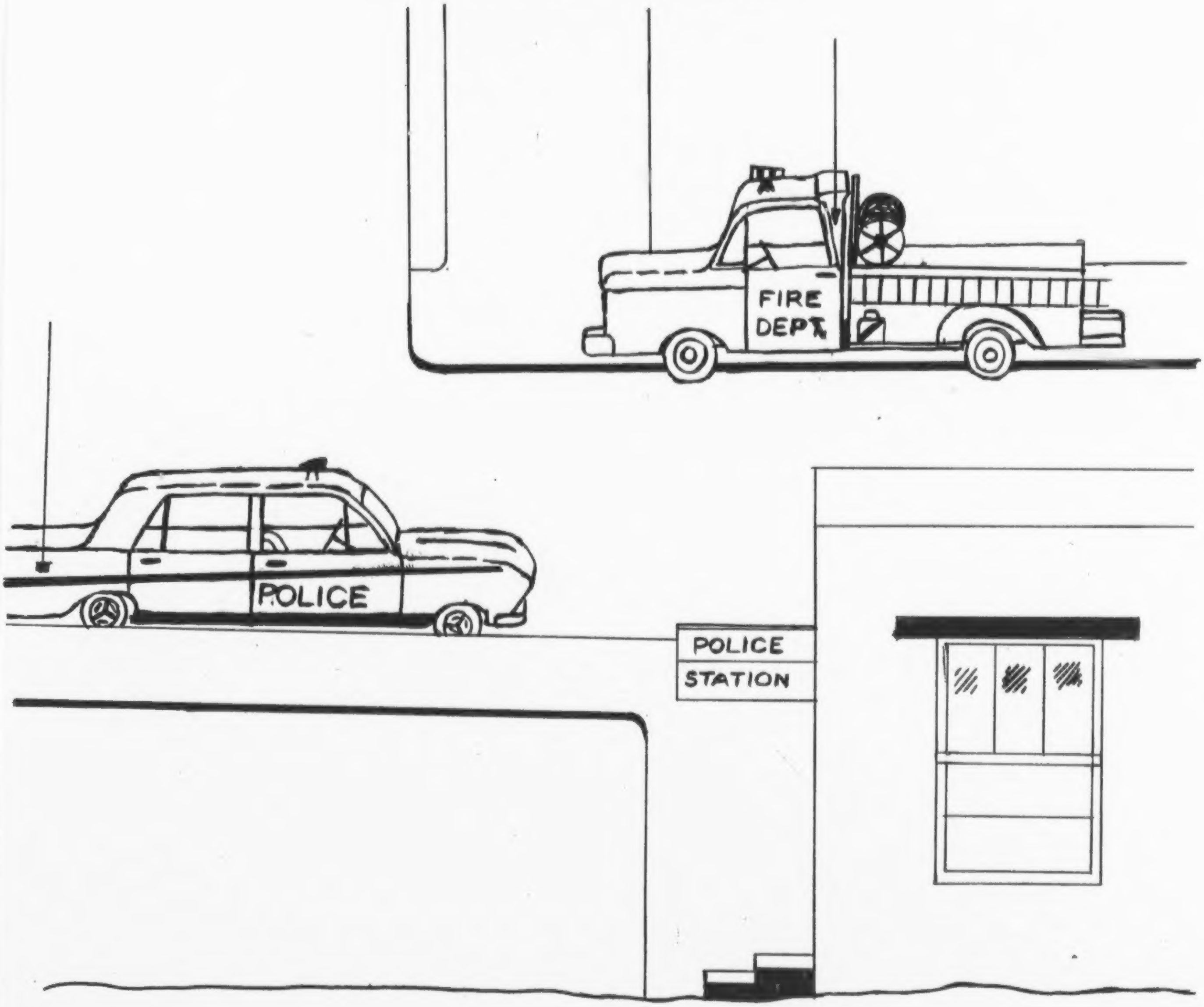
Another pupil is chosen to be the teacher. The pupil chosen goes to the office.
1st Pupil: Where is your teacher?
2nd Pupil: He is in the office.
3rd Pupil: Where is your teacher?
4th Pupil: He is in the office.

The teacher takes the class outside, into the hall, and to the office repeating the patterns and emphasizing the vocabulary for comprehension.

Enrichment Activities:

A. Art: Have pupils draw a picture of the teacher in the hall, outside, and in the room and the office.

UNIT VI
OUR COMMUNITY HELPERS


FIRE DEPT.
POLICE
POLICE STATION

LESSON 38

Review:

Who is a bus driver?
_______ is a bus driver.
Who is your bus driver?
_______ is my bus driver.
Where is your bus driver?
My bus driver is outside.

Teach:

Patterns:

Who is (he, she)?
(He, She) is a doctor.

Vocabulary:

doctor

Sounds:

Review previous sounds.

d - doctor: Tip of tongue on front tooth ridge.

ct - doctor: Be sure that both the k sound and the t sound are pronounced.

Comprehension Patterns:

Do you have to go to the doctor?
Have you ever gone to the doctor?

Suggested Procedures:

A. Each pupil chooses someone and asks:
Who is a bus driver?
Pupil chosen: _________ is a bus driver.
Continue until all have participated.

B. Each pupil asks his neighbor:
Who is your bus driver?
Each pupil: (Mr., Mrs., Miss) _______ is my bus driver.
1st Pupil: Where is your bus driver? (Addresses his neighbor)
Continue until all have participated.

C. The teacher shows a picture of a cutout of a doctor.
Teacher: Who is he?
Class: Who is he? (Repeat 8 times)
Teacher: He is a doctor.
Class: He is a doctor. (Repeat 8 times)

½ Class: Who is he?
½ Class: He is a doctor.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Have each pupil hold the picture and ask his neighbor: Who is he?
Pupil: He is a doctor. (He holds the picture and asks his neighbor:)
Who is he?
Continue until all have participated.

Enrichment Activities:

A. Listening: Play doctor and have the doctor listen to the heartbeat and breathing of his patients by putting his ear close to the chest and back.

B. Music: MUSIC THROUGH THE DAY: Silver Burdett, First grade - Page 97. "Do You Know"
Use the following words:
Oh, do you know the doctor? the doctor,
Oh, do you know the doctor?
Who always makes us well.

LESSON 39

Review:

Who is a teacher?
(Mr., Mrs., Miss) ________
is a teacher.
Who is your teacher?
_______ is my teacher.
Where is your teacher?
Who is he?
He is a doctor.

Teach:

Patterns:

Who is she?
She is a nurse.

Vocabulary:

nurse

Sounds:

Continue working on previous sounds.

nurse - Be sure this s sound is pronounced.

Do not allow omission of the word is.

Suggested Procedures:

A. Each pupil asks his neighbor:
Who is a teacher?
Neighbor: (Mr., Mrs., Miss) ________
is a teacher. Who is a teacher?
Continue until all have responded.

B. Each pupil asks the pupil across the circle: Who is your teacher?
Pupil: (Mr., Mrs., Miss) ________
is my teacher.
Continue until all have participated.

C. Have each pupil stand up and ask his neighbor: Where is your teacher?
Pupil: My teacher is in the room.
Continue until all have recited.

D. Have about 10 students, one at a time, ask the class: Who is he?
Class: He is a doctor.

E. Teacher: (Holding picture of flannel cutout of nurse) Who is she?
Class: Who is she?
(Repeat 8 times)
Teacher: She is a nurse.
Class: She is a nurse.
(Repeat 8 times)

½ Class: Who is she?
½ Class: She is a nurse.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil holds the picture or cutout as he asks someone of his choice:
Who is she?
Pupil chosen: She is a nurse. Addresses pupil of his choice: Who is she?
Continue until all have responded.

Enrichment Activities:

A. Music: Use same song as for Lesson 47, changing the word "doctor" to nurse.
Page 97: MUSIC THROUGH THE DAY

LESSON 40

Review:

Who is the principal?
(Mr., Mrs., Miss) _______ is our principal.
Where is our principal?
Our principal is in the office.
Who is (he, she)?
(He, She) is a (doctor, nurse).

Teach:

Patterns:

Who is he?
He is a policeman.

Vocabulary:

policeman

Sounds:

p - policeman: Press lips together then expel air.

Comprehension Patterns:

Do you know a policeman?

Suggested Procedures:

A. 1/3 of class asks each other:
1st Pupil: Who is the principal?
2nd Pupil: (Mr., Mrs., Miss) _________ is the principal.
Continue until all pupils in 1/3 of class have recited.

1/3 of class asks each other:
1st Pupil: Where is our principal?
2nd Pupil: Our principal is in the office. Where is our principal?
Continue until all pupils in this 1/3 of class have recited.

B. Teacher-Class: Who is he?
1st Pupil: He is a doctor.
Continue until all have answered the question asked by the class: Who is he?

Teacher: Who is she?
Class: She is a nurse.

C. Teacher: Who is he?
Class: Repeat 8 times.
Teacher: He is a policeman.
Class: Repeat 8 times.

½ Class: Who is he?
½ Class: He is a policeman.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil holds the picture or cutout of the policeman and asks his neighbor: Who is he?
Pupil: He is a policeman.
Repeat until all have recited.

Enrichment Activities:

Art: Draw a picture of a policeman.

Music: MUSIC THROUGH THE DAY: "Do You Know?" Use the word policeman instead of grocery man.

LESSON 41

Review:

Who is (he, she)?
(He, She) is a (doctor, policeman, nurse).

Teach:

Patterns:

Who is he?
He is a fireman.

Vocabulary:

fireman

Sounds:

f - Place lower lip under upper teeth and blow air out through the mouth.

Comprehension Patterns:

Who can be a policeman?
Who can be a nurse?
Who can be a doctor?
Who am I?

Enrichment Activities:

Art: Draw a picture of the fireman.
Music: Same song as in Lesson 48 and 49 using the word fireman.
MUSIC THROUGH THE DAY: Page 92, "Playing Fireman"
Listening: Read a story of a fireman.
Filmstrips may be shown of the community helpers studied thus far. An effort should be made to use the patterns thus far taught in explaining the filmstrip.
Filmstrip: C-17 The Fireman.

Suggested Procedures:

A. Teacher: Who am I?
(She acts out the policeman)
Class: A policeman.
½ Class: Who is she?
½ Class: She is a policeman.

B. Teacher: Who am I?
(She acts out the part of a nurse)
Class: Nurse.
½ Class: Who is she?
½ Class: She is a nurse.

C. Teacher: Who am I?
(She acts out the part of doctor)
½ Class: Who is she?
½ Class: She is a doctor.

D. Who can be a policeman?
1st pupil in circle: Who is he?
Class: He is a policeman.
(Repeat with 4 or 5 pupils)

E. Teacher: Who wants to be a doctor?
One pupil is chosen.
5th or 6th pupil in circle: Who is (he, she)?
Class: (He, She) is a doctor.
Continue until 4 or 5 pupils have acted out the part of the doctor.

F. Teacher: Who wants to be a nurse?
Choose a pupil. Next pupil in circle: Who is (he, she)?
Class: (He, She) is a nurse. Allow the rest of the class to act this part.

G. Teacher: Who is he? (Displaying picture or cutout of fireman)
He is a fireman. (Repeat 8 times)
½ Class: Who is he?
½ Class: He is a fireman.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil asks his neighbor:
Who is he?
Neighbor: He is a fireman.
Repeat until all have participated.

LESSON 42

Review:

Who is (he, she)?
(He, She) is a (doctor, policeman, nurse, fireman).
Where is (he, she)?

Teach:

Patterns:

Who is the trader?
Mr. _______ is the trader.
Who is he?
He is the trader.
Where is the trader?
He is at the trading post.

Vocabulary:

trader
trading post
clinic
police station

Sounds:

Re-emphasize the d sound - trading. Be sure the children are pronouncing this phoneme properly.

Comprehension Patterns:

Do you go to the store?
Who sells candy to you?

Suggested Procedures:

A. Three pupils stand up.
1st Pupil: (Holding picture of doctor) Who is he?
2nd Pupil: He is a doctor. Where is he?
3rd Pupil: He is at the clinic.
Repeat procedure for policeman, nurse, doctor and fireman.

B. Teacher establishes concept of trader. Visit the store or show a picture of a trader, or have him visit.
Teacher-Class: Who is he?
Teacher: He is a trader.
Class: He is a trader.
(Repeat 8 times)

C. Teacher: Who is a trader?
Class: (Mr., Miss, Mrs.) ________ is a trader.

½ Class: Who is a trader?
½ Class: (Mr., Miss, Mrs.) _______ is a trader.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil asks his neighbor:
Who is a trader?
Neighbor: (Mr., Mrs., Miss) _______ is a trader.
Continue until all have responded.

Teacher: Where is the trader?
Class: Where is the trader?
(Repeat 8 times)
Teacher: He is at the trading post.
Class: He is at the trading post.
(Repeat 8 times)

½ Class: Where is the trader?
½ Class: He is at the trading post.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Suggested Procedures: - Continued

1st pupil in circle: Where is the trader?
2nd pupil: He is at the trading post. Where is the trader?

Continue until all have responded.

Enrichment Activities:

Art: Draw a picture of the trader and the trading post.

LESSON 43

Review:

Who is he?
He is the trader.
Who is the trader?
(Mr., Mrs., Miss) ________
is the trader.
Where is the trader?
The trader is at the trading post.

Teach:

Patterns:

He is the missionary.
Who is the missionary?
_______ is the missionary.
Where is the missionary?
The missionary is at the church.

Vocabulary:

missionary
church

Sounds:

Listen for correct pronunciation of the initial m.

Suggested Procedures:

A. Each pupil holding the picture of a trader which they made asks his neighbor:
1st Pupil: Who is he?
Neighbor: He is the trader.
1st Pupil: Who is the trader?
Neighbor: (Mr., Miss, Mrs.) ________ is the trader.
1st Pupil: Where is the trader?
Neighbor: The trader is at the store, or trading post.
Repeat above procedure until all have participated.

B. Teacher: Who is he?
Teacher: (Displaying pictures of various missionaries) He is a missionary.
Class: He is a missionary.
(Repeat 8 times)
½ Class: Who is he?
½ Class: He is a missionary.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)
Have each pupil ask the student across the room from him:
Who is he?
Student: He is a missionary.

C. Teacher: Who is a missionary.
Class: Who is a missionary?
(Repeat 8 times) Give the children an opportunity to tell you who is a missionary.

Teacher: ________ is a missionary.
Class: _______ is a missionary.
(Repeat 8 times)
Give the children an opportunity to tell you who is a missionary.

Teacher: ________ is a missionary.
Class: ________ is a missionary.
(Repeat 8 times)
½ Class: Who is a missionary?
½ Class: ________ is a missionary.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Suggested Procedures: - Continued

Repeat procedure C until all missionaries have been named.
Have each pupil ask his neighbor:
Who is a missionary?
Neighbor: __________ is a missionary.
(Each pupil may name the missionary of his choice.)

Continue until each pupil has recited.

Enrichment Activities:

Art: Have the children draw a picture of the missionaries.

LESSON 44

Review:

Who is (he, she)?
Who is the (doctor, nurse, policeman, fireman, trader, missionary)?
(He, She) is the (doctor, nurse, policeman, fireman, trader, missionary).

Teach:

Patterns:

He is the mailman.
Who is the mailman? (postman)?
_________ is the mailman.
Where is the mailman?
The mailman is at the post office.

Vocabulary:

mailman
post office

Sounds:

m - mailman: Mouth closed then the long a is pronounced. Watch this sound carefully. The children tend to pronounce this phoneme n.

Final t - post

Comprehension Patterns:

Do you know the mailman?

Suggested Procedures:

A. Have each student go to the bulletin board or flannel board and ask his classmates:
Who is (he, she)?
Class: (He, She) is a (doctor, nurse, policeman, fireman, trader, missionary).

B. Five pupils come to the front of the class:
1st Pupil: Who is the doctor?
2nd Pupil: Dr. ________ is the doctor. Who is the doctor?
Continue until all 5 pupils have recited.

C. Repeat procedure B for each of the following questions and answers calling five different students to respond each time.
Who is the (nurse, policeman, fireman, missionary, trader)?
The (nurse, policeman, fireman, missionary, trader) is (Mr., Mrs., Miss) __________.

D. Teacher: Mr. ________ is the mailman. (Repeat 8 times)
½ Class: Who is the mailman?
½ Class: Mr. _______ is the mailman.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

E. Teacher: The mailman is at the post office.
Class: The mailman is at the post office.
(Repeat 8 times)

½ Class: Where is the mailman?
½ Class: The mailman is at the post office.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil asks his neighbor:
Where is the mailman?
Neighbor: The mailman is at the post office.
Continue until all have recited.

LESSON 44

Enrichment Activities:

Art: Draw a picture of the mailman.

Music: Page 97: MUSIC THROUGH THE DAY, "Do You Know?" Change grocery man to mailman.

Filmstrip: C-16: 'The Mailman."

LESSON 45

Review:

Who is (he, she)?
(He, She) is the (doctor, nurse, policeman, fireman, trader, missionary).

Teach:

Patterns:

Where is the (doctor, nurse, policeman)?
(He, She) is at the (clinic, police station, fire station).
Who is the (doctor, nurse)?
__________ is the (doctor, nurse).

Vocabulary:

clinic
police station
fire station

Comprehension Patterns:

Do you go to the clinic?
Where is the police station?
Who will win?

Suggested Procedures:

A. Form two lines of children facing each other.
1st pupil in one line: Takes one of the pictures or cutouts and asks his neighbor: Who is (he, she)?
1st pupil in opposite line:
(He, She) is a ________.
Continue and as each pupil answers he sits down. Alternate the question between the two lines. The row with the most sitting wins. Have those who missed the first time repeat.

B. Have each pupil ask his neighbor: Where is the fireman?
Neighbor: The fireman is at the fire house or fire station.
Continue until each student has responded.

C. Teacher: Who is the doctor?
Class: Dr. ________ is the doctor.
Teacher: Where is the doctor?
Class: Where is the doctor?
(Repeat 8 times)
Teacher: The doctor is at the clinic.
Class: The doctor is at the clinic.
(Repeat 8 times)

$\frac{1}{2}$ Class: Where is the doctor?
$\frac{1}{2}$ Class: The doctor is at the clinic.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

D. Repeat Procedure C for:
Who is the nurse? ________ is the nurse. Where is the nurse? The nurse is at the clinic. Also fireman and fire station or fire house.

E. Have each pupil ask the class:
Pupil: Who is the doctor?
Class: Dr. _______ is the doctor.
Pupil: Where is the doctor?
Class: The doctor is at the clinic.

Suggested Procedures: - Continued

Pupil: Who is the nurse?
Class: _______ is the nurse.
Pupil: Where is the nurse?
Class: The nurse is at the clinic.
Pupil: Who is the fireman?
Class: The fireman is ________. or _________ is the fireman.
Pupil: Where is the fireman?
Class: The fireman is at the fire station.

Continue until all have responded.

Enrichment Activities:

A. Art: Draw a picture of the clinic and fire station.

LESSON 46

Review:

Who is (he, she)?
(He, She) is a (doctor, nurse, policeman, fireman, trader, missionary).
Where is (he, she)?

Teach:

Patterns:

Is(he, she) a (doctor, nurse, policeman, fireman, trader, missionary, mailman)?
No, (he, she) is not.
Yes, (he, she) is.
(She, He) is a (doctor, nurse, policeman, fireman, trader, missionary, mailman)?

Vocabulary:

Continue teaching previous vocabulary.

Sounds:

Review previous sounds.

Suggested Procedures:

A. Have one pupil come to the display of community helpers and ask the class as he points to one:
Who is (he, she)?
Class: (He, She) is a ________.
Repeat until all have participated.

B. Teacher: (Holding picture of doctor) Is he a doctor?
Class: Repeat 8 times.
Teacher: Yes, he is. He is a doctor. (Repeat 8 times)
½ Class: Is he a doctor?
½ Class: Yes, he is. He is a doctor.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each student holds a picture of a worker (use the pictures the pupils have made) and asks class:
Is (he, she) a (correct occupation)?
Class: Yes, (he, she) is. (He, She) is a ________.
Continue until each pupil has asked the question.

Teacher: Is she a nurse?
Class: Repeat 8 times.
Teacher: No, she is not. She is a doctor.
Class: Repeat 8 times.
Teacher: Is he a mailman?
Class: No, he is not. He is a fireman.
Repeat 4 or 5 times. Ask questions which require a negative answer.

C. The teacher may construct a game using small pictures of each community helper and a picture of the place where each works. The children can place the workers in their right place and say:
The mailman is at the post office.

LESSON 47

Review:

Is he a (doctor, nurse, policeman, fireman, trader, missionary)?
Yes, he is.
(He, She) is a (doctor, nurse, policeman, fireman, trader, missionary).
Where is ______?

Teach:

Patterns:

Is he a doctor?
No, he is not.
He is a fireman.

Vocabulary:

Review previous vocabulary.

Sounds:

Continue work on previous sounds.

Suggested Procedures:

A. Have each pupil go to the display of community helpers and ask the class:
Pupil: Is (he, she) a ______?
Class: Yes, (he, she) is a ______.
Pupil: Where is (he, she)?
Class: (He, She) is at ______.

B. Teacher: Pointing to a fireman.
Is he a doctor?
Class: Is he a doctor?
(Repeat 8 times)
Teacher: No, he isn't. He is a fireman.
Class: No, he isn't. He is a fireman.
(Repeat 8 times)
½ Class: Is he a doctor?
½ Class: No, he is not. He is a fireman.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

C. Teacher: Is he a ______? (Teacher points to a different one from that mentioned.)
Class: No, he is not. He is a ______.
Repeat procedure C for each helper.

D. Have each pupil come to the front of the room. Teacher hands each a picture.
Pupil: (Holding picture of doctor) Is he a fireman?
Class: No, he is not. He is a doctor.
Continue until all have participated.

E. Have each pupil ask his neighbor:
Where is ______?
Neighbor: ______ is at ______.

Continue until the entire class has responded.

LESSON 48

Review:

Yes, (he, she) is.
No, (he, she) is not.
Is he a _______?
(He, She) is a _______.

Teach:

Patterns:

Is she (showing a picture of a man) a doctor?
No, he is not.
He is a doctor.
Is he (showing picture of nurse) a trader?
No, she is not.
She is a nurse.

Vocabulary:

Review he and she.

Suggested Procedures:

A. Teacher: Is he a doctor?
Class: No, he is not. He is a fireman.
Continue until teacher has asked negatively about each helper.

B. Have each pupil ask his neighbor as he points to the picture:
Pupil: Is he a _______?
Class: Yes, he is. He is a _______.
Repeat until each pupil has responded.

C. Teacher: Is she (showing picture of doctor, fireman, policeman, trader, missionary) a _______?
Class: No, he is not. He is a fireman, etc.

Repeat above procedure for each helper listed.

D. Teacher: Is he (showing picture of nurse) a trader?
Class: No, she is not. She is a nurse.

A pupil becomes the teacher and the exercise continues with the students leading it.

LESSON 49

Review:

Who is (he, she)?
(He, She) is a ______.
Who is the (occupation)?
________ is the (occupation).
Where is the _______?
(He, She) is at ________.
Is he a _______?
Yes, (he, she) is.
No, (he, she) is not.

Teach:

Patterns:

Where does your father work?
My father works at ______.

Vocabulary:

work

Sounds:

Final k - work: Voiceless. Curved tongue. Stop. Isolate the sound. Have each pupil imitate you. Then have each pronounce work.

Final s - Listen carefully for correct pronunciation of this sound.

Comprehension Patterns:

Is your father a (carpenter, sheepherder, cowman, etc.)?

Suggested Procedures:

A. Have each child ask the class:
Pupil: Who is he?
Class: He is a ______.
Pupil: Where is the _______?
Class: (He, She) is at _______.

B. Each pupil asks his neighbor:
Pupil: Who is the _______?
Neighbor: ______ is the ________.

C. Choose one pupil to come and as he points to a helper ask:
Is (he, she) a _______?
Pupil chooses someone to answer:
Yes, he is. or No, he is not.
He is a ________.
The pupil answering asks the same question about a different worker.

Continue until all have participated.

D. Teacher: Where does your father work?
Class: Where does your father work?
(Repeat 8 times)
Teacher: My father works at ______.
Class: My father works at ______.
(Repeat 8 times)

$\frac{1}{2}$ Class: Where does your father work?
$\frac{1}{2}$ Class: My father works at _______.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Have each pupil ask his neighbor:
Where does your father work?
Neighbor: My father works at _______.

Continue until all have responded.

Enrichment Activities:

A. Listening: Read a story about what fathers do.

B. Art: Draw a picture of your father at his work.

UNIT VII

OUR SCHOOL, TOOLS, AND CLOTHING AND MYSELF

LESSON 50

Review:

Who is your teacher?
(Mr., Mrs., Miss) ________
is my teacher.
Where is (he, she)?
(He, She) is ________.

Teach:

Patterns:

Come here, (name).
Who is he?
Who is she?
He is (name of pupil).
He is my friend.
She is my friend.

Vocabulary:

come
here
friend

Sounds:

come - k: Curved tongue

is - Be sure the pupils use this word. Listen for its ommission and correct it.

Comprehension:

Friend.

Suggested Procedures:

A. Each student asks his neighbor:
Who is your teacher?
Neighbor: (Mr., Mrs., Miss) ________
is my teacher.
Pupil: Where is (Mr., Mrs., Miss)
________?
Neighbor: (Mr., Mrs., Miss) ________
is ________.
Continue until all have participated.

B. Teacher: Come here, (name).
Class: Come here, (name).
(Repeat 8 times)

C. Teacher: Come here, (name).
Teacher: Who is he?
Class: Who is he? (Repeat 8 times)
Teacher: He is (name of Pupil).
Class: Repeat 8 times.
The pupil the teacher called calls someone else.
Pupil: Come here, (name of pupil).
Pupil to class: Who is he?
Class: He is (name of pupil).
Continue until all have participated.

D. Dramatization:
Two pupils are playing outside. A third one is seen playing a little way from the first two.
1st Pupil: Come here ________.
2nd Pupil: Who is he?
1st Pupil: He is ________. He is my friend.
3rd Pupil: Hello. (1st and 2nd say Hello)
2nd Pupil: My name is ________.
What is your name?
3rd Pupil: My name is ________.
Continue until all pupils have participated.

Enrichment Activities:

Listening Activities: Slobodkin, Louis: OUR FRIENDLY FRIENDS

LESSON 51

Review:

My name is ______.
What is your name?
(Mr., Mrs., Miss) ______ is my bus driver.
Who is your bus driver?
Who is he?
He is ______.
He is my friend.
Come here.

Teach:

Patterns:

Look up.
Look down.
Thank you.
Who is next?

Vocabulary:

look	thank you
up	next
down	

Sounds:

look - Same as lesson 49
up - Pursed lips. Air is expelled. Make your lips bounce.
down - Voiced. With tip of tongue on the front dental ridge. The d is voiced then it goes directly to the vowel.
n - The tongue touches the ridge at the sides and front as the n is pronounced.
thank - the Be sure the th is pronounced correctly.
next - t. Voiceless. Made the same as d, but not voiced.

Comprehension Patterns:

Let's pretend or make believe.

Suggested Procedures:

A. Teacher-$\frac{1}{2}$ Class: What is your name?
Teacher-$\frac{1}{2}$ Class: My name is ______.

B. Teacher-$\frac{1}{2}$ Class: Who is your bus driver?
Teacher-$\frac{1}{2}$ Class: ______ is my bus driver.

C. Teacher-$\frac{1}{2}$ Class: Who is he?
Teacher-$\frac{1}{2}$ Class: He is ______.

D. Teacher-Class: She is my friend.
Teacher-Class: Come here.

E. Dramatization:
1st Pupil: Who is he?
2nd Pupil: He is my friend.
1st Pupil: Come here ______.
3rd Pupil: Hello.
1st Pupil: My name is ______.
What is your name?
3rd Pupil: My name is ______.
Who is your bus driver?
1st Pupil: ______ is my bus driver. Who is your bus driver?
Continue until this procedure has been repeated several times.

F. Teacher: Look up. (Demonstrate)
Class: Look up. (Repeat 8 times)
Teacher: Look down. (Demonstrate)
Class: Look down. (Repeat 8 times)
Teacher: Thank you.
Class: Thank you. (Repeat 8 times)
Teacher: Who is next?
Class: Who is next? (Repeat 8 times)

G. Dramatization: Set up a doctor's office. Choose one student as the doctor and one as the patient.
Doctor: Look up. (Checks eyes)
Doctor: Look down. (Checks eyes)
Doctor: Thank you. Who is next?

Suggested Procedures: - Continued

Class: He is. The patient then becomes the doctor. He calls another student to be the patient.

Doctor: Come here ________.

Do the dramatization until each child has participated.

Enrichment Activities:

Books to be read to children:
Greene, Carla: I WANT TO BE A DOCTOR

LESSON 52

Review:

How old are you?
I am _____ years old.
Look up.
Look down.
Thank you.
Who is next?
Come here.

Teach:

Patterns:

What is this?
This is a (book, paper, pencil).
That is a ______.

Vocabulary:

this
that
book
paper
pencil

Sounds:

th - this, that. Be sure this sound is pronounced correctly.

Comprehension Patterns:

Take the (pencil, book, paper) out of your desk.

Suggested Procedures:

A. Dramatization:
Doctor: Come here ________. How old are you?
Patient: I am ______ years old.
Doctor: Look up. Look down.
Thank you. Who is next?

Patient becomes the doctor and continue until all the class begins to lose interest.

B. Teacher places a pencil, paper, and book in each child's desk.
Teacher: What is this?
Class: What is this?
(Repeat 8 times)
Teacher: This is a pencil
Class: That is a pencil.
(Repeat 8 times)

Teacher-½ Class: What is this?
Teacher-½ Class: That is a pencil.
As this half of the class holds up their pencils. Repeat 8 times.
Change pattern for each side. Have the other side hold up their pencils.
Repeat 8 times. Each pupil holds his pencil:
1st Pupil: What is this?
2nd Pupil: That is a pencil.

Continue until all have repeated.

C. Repeat procedure B for:
What is this?
That is a (paper, book).

LESSON 53

Review:

What is this?
That is a (book, paper, pencil).
Look up.
Look down.
Thank you.
Who is next?

Teach:

Patterns:

What is this?
That is a (color, crayon, pair of scissors).
That is paste.

Vocabulary:

color or crayon
pair of scissors
paste

Sounds:

Final s - scissors: Air is expelled through closed teeth with tongue forward.

Comprehension Patterns:

Do you have ________?

Suggested Procedures:

A. Repeat dramatization in Lesson 50.

B. Have each pupil come to the front of the room and choose either a pencil, book, or paper; then ask each pupil:
What is this?
Pupil: That is a ________.
The pupil chosen becomes the one who asks the question.
Continue until each student has asked and answered.

C. Teacher: (Pointing to a crayon)
That is a crayon or color.
(Repeat 8 times)
Class: This is a (crayon or color).
(Repeat 8 times)
Have each pupil ask his neighbor as he holds the crayon:
What is this?
Pupil: That is a crayon.
Continue until all have responded.

D. Repeat procedure C for:
That is a pair of scissors.
That is paste. (or jar of paste)

Enrichment Activities:

Listening Activities: Listen to scissors opening and closing.
A crayon coloring.
The lid being screwed on the jar of paste.

Music: "The School" and "Painting" found on page 52.

LESSON 54

Review:

What is this?
That is a (book, pencil, color or crayon, pair of scissors, paste, paper).

Teach:

Patterns:

Look at the picture.
See the pencil, etc.

Vocabulary:

see
the
picture

Sounds:

the - Do not accept da.

Comprehension:

Picture.

Suggested Procedures:

A. Have each pupil come to the front of the room and choose an article:
Pupil: What is this?
Class: That is a ______.
Continue until each child has participated.

B. Teacher: What is this?
Class: (As they point) That is a picture. (Repeat 8 times)

C. Teacher: Look at the picture.
Class: Look at the picture.
(Repeat 8 times)

D. Teacher: (As she points to the pencil in the picture or a teacher constructed chart) See the pencil.
Class: See the pencil.
(Repeat 8 times)
Repeat procedure D for each object in the picture.

E. Have one pupil at a time come to the picture and say:
Pupil: Look at the picture. See the ______.
Continue until all have recited.

Enrichment Activities:

Listening: Have the children identify noises made by different objects found in the classroom.

Music: Same as Lesson 51: Page 52

Materials:

A picture of a school room showing pencil, crayons, paper, paste, scissors, etc. or a bulletin board display or teacher constructed chart.

LESSON 55

Review:

What is this?
That is a book.
pencil.
paper.
crayon or color.
pair of scissors.
paste.
Look at the picture.
See the pencil, etc.?

Teach:

Patterns:

It is a (pencil, etc.)

Vocabulary:

it

Sounds:

t - it - voiceless. Top of tongue placed on front tooth ridge. Ends the vowel sound.

Suggested Procedures:

A. Have different things on each desk.
Have each pupil ask his neighbor:
What is this?
Pupil: That is ________.
Continue until all have recited.

B. Class: Look at the picture.
1st Pupil: (Stands up and points to something in the picture)
See the ________.
Continue until all have responded.

C. Teacher: It is a pencil.
Class: It is a pencil.
(Repeat 8 times)
Teacher: What is this?
Class: It is a paper.
Repeat until all objects have been identified. Have each pupil go to the picture or chart or bulletin board and ask: What is this?
Class: It is a ________.
Teacher: What is that? (As she points to something in the picture)
Class: It is a ________.

Repeat until all articles have been identified.

Enrichment Activities:

1. Read a story about school.

2. Filmstrip: C-27 "A Busy Morning in School."

LESSON 56

Review:

What is this?
That is a (pencil, paper, book, pair of scissors, crayons, paste).
It is a _______.
Look at the _______.
See the _______.

Teach:

Patterns:

What is this?
That is a brush.
That is powder paint.

Vocabulary:

brush
powder paint

Sounds:

p - voiceless. Lips pressed together. Air expelled. Make the lips bounce like a ball.

br - brush: The b sound is sometimes omitted by the Navajo student. It is a voiced sound. With lips together the b is pronounced and quickly followed by the r.

Comprehension Patterns:

Bring it here.

Suggested Procedures:

A. 1st Pupil: Look at the picture. What is this? (As he points to something)
2nd Pupil: It is a _______. He goes to the picture. What is this?
3rd Pupil: It is a _______.

Continue until all have recited.

B. Each pupil points to something on the picture. Teacher chooses a child to point and say: See the _______. The pupil reciting chooses someone to answer. Continue until all have participated.

C. Teacher: What is this?
Teacher: That is a brush.
Class: That is a brush. (Repeat 8 times)

½ Class: (Holding a brush) What is this?
½ Class: That is a brush.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

D. Repeat procedure C for "That is paint".

E. Place brushes, paper, and paint on the table. Have each pupil come and holding one of the three objects say: What is this?
Class: That is _______.
Pupil: Chooses someone else and says: Come here _______.
Pupil Chosen: What is this?

Continue until all have participated.

LESSON 57

Review:

What is this?
That is a (school's supplies).
It is a _______.

Teach:

Patterns:

What is that?
This is a dress.
pair of pants.
shirt.
blouse.
skirt.

Vocabulary:

dress
skirt
pair of pants
blouse
shirt

Sounds:

Review those sounds the children have had the most difficulty with.

Comprehension Patterns:

Cut out the paper dolls.
This is a paper doll.

Enrichment Activities:

Art: Have the children cut out paper dolls.

Suggested Procedures:

A. Have one pupil at a time go to the bulletin board, chart, or picture and say: That is a _______. Continue until all have recited.

B. Have each pupil come up and say: It is a _______. (As he identifies an object)

C. Teacher: What is that?
Class: What is that?
(Repeat 8 times)
Teacher: (Holding a picture or dress) This is a dress.
Class: This is a dress.
(Repeat 8 times)
½ Class: What is that?
½ Class: (Pretending to hold a picture or a dress) This is a dress.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

D. Class: What is that?
Teacher: This is a dress.
Class: Dress. (Repeat 8 times)
Class: What is that?
Teacher: This is a pair of pants.
Class: What is that?
Teacher: This is a skirt.
Class: Skirt. (Repeat 8 times)
What is that?
Teacher: This is a blouse.
Class: Blouse. (Repeat 8 times)
Each pupil stands up and points to his or her skirt, blouse, pants, dress, or shirt.
Pupil: This is my _______.
Continue until each student has responded.

Have each pupil ask his neighbor:
What is that? (As he points to his or her dress, shirt, pants, skirt, or blouse)
Pupil: This is my _______.

Materials:

Paper dolls; dittoed with these items of clothing used as vocabulary for this lesson.

LESSON 58

Review:

What is that?
This is a ______. (dress, pair of pants, shirt, skirt, blouse)
This is my ________.

Teach:

Patterns:

This is a shoe.
sock.
pair of shoes.
pair of socks.

Vocabulary:

shoe
shoes
sock
socks

Sounds:

Continue work on final k and s.

of - Be sure this word is used.

Comprehension Patterns:

Do you have socks, shoes?

Suggested Procedures:

A. Have each pupil hold his or her skirt, shirt, pants, dress, or blouse and ask: What is this? His neighbor answers: That is a _________.

B. Arrange pictures of clothing already identified on the chalk ledge, easel or flannel board. Have each pupil come and choose one.
Pupil: It is a dress. What is this? Chooses pupil to answer.
Pupil chosen: That is a ___ ____.
Pupil chosen: Chooses something else and asks: It is a ________. What is this? Chooses pupil to answer.
Continue until all have participated.

Teacher: This is a shoe.
Class: Touching one shoe. This is a shoe. (Repeat 8 times)
Teacher: This is a sock.
Class: Touching one sock. This is a sock. (Repeat 8 times)
Teacher: (Holding a picture of a pair of shoes) This is a pair of shoes.
Class: This is a pair of shoes. Touching their shoes. (Repeat 8 times)
Teacher: (Illustrating) This is a pair of socks.
Class: Touching their socks. This is a pair of socks. (Repeat 8 times)
Have each pupil point to his shoes and say: This is a (pair of shoes, or shoe) (pair of socks, or sock)

Continue until all have recited.

Enrichment Activities:

Add socks and shoes to the paper doll's wardrobe.

LESSON 59

Review:

What is this?
That is a (dress, pair of pants, socks, shoes, shoe, sock, shirt, blouse, skirt).
What is that?
That is a _______.
This is a _______.

Teach:

Patterns:

This is a (coat, jacket, glove, hat, pair of gloves, overshoes).

Vocabulary:

coat
jacket
pair of gloves
glove
hat
pair of overshoes

Sounds:

Final t - coat, jacket, hat
Final s - gloves, overshoes
gloves - Have the students bite their lip for this sound. Compare to driver.

Comprehension Patterns:

Do you have __________?

Enrichment Activities:

Add the new articles of clothing to bulletin board display, chart, or picture.
Flannel board cutouts.

Suggested Procedures:

A. Teacher holds an article of clothing or the picture of such.
1st pupil in circle: What is this?
2nd pupil: That is ________.
What is that?
Continue until all have responded.

B. One pupil becomes the leader.
Leader: What is this?
Class: That is a ________.
Leader chooses a pupil to take his place.
Leader: What is this?
Class: That is a ________.
Continue until each pupil has been the leader.

C. Teacher: This is a coat.
Class: This is a coat.
(Repeat 8 times)
Repeat this procedure for jacket, hat, pair of gloves, pair of overshoes.

D. The first pupil in the row comes to the front of the room and holds one of the new pictures.
2nd Pupil: What is that?
1st Pupil: This is a hat.
2nd Pupil: Holds a different picture.
3rd Pupil: What is that?
2nd Pupil: This is a coat.
Repeat 3 more times until all new pictures and vocabulary are presented.

E. 1st Pupil: What is this?
6th Pupil: That is a hat.
2nd Pupil: What is this?
7th Pupil: That is a jacket.
3rd Pupil: What is this?
8th Pupil: That is a __________.
As the 6th, 7th, 8th, and 9th students respond the first five hand them the pictures.

Repeat procedure D and E until all pupils have responded.

LESSON 60

Review:

What is this?
What is that?
(This, That) is ________.
It is ______.

Teach:

Patterns:

This is an undershirt, slip.

Vocabulary:

undershirt
panties
shorts (pair of)
an

Sounds:

an - Be sure this word is pronounced and used correctly.

Suggested Procedures:

A. Have each pupil point to or touch an article of clothing.
Class: What is that?
Pupil: This is a ________.

Continue until each student has identified an article of clothing.

B. Teacher: This is an undershirt.
Class: This is an undershirt.
(Repeat 8 times)
Teacher: Undershirt.
Class: Undershirt.
Have each student hold the picture of the undershirt and identify it.
This is an undershirt.

C. Repeat procedure B for pair of panties and shorts.

Enrichment Activities:

Art: Each pupil may now complete their paper doll's wardrobe.

LESSON 61

Review:

Look at my paper doll.
What is this?
That is a ________.

Teach:

Patterns:

This is my head.
eye.
ear.
mouth.
Put it on.

Vocabulary:

head
eye
ear
put
mouth

Sounds:

Continue working on previous sounds.

Comprehension Patterns:

Touch your head.

Suggested Procedures:

A. Have each pupil hold his paper doll.
Pupil: Look at my paper doll.
What is this? (As he points to an article of clothing)
Class: That is a ________.
Continue until all have responded.

B. Teacher: Put it on.
Class: Put it on. (Repeat 8 times)
Teacher-$\frac{1}{2}$ Class: What is this?
Teacher-$\frac{1}{2}$ Class: That is a hat.
Teacher-$\frac{1}{2}$ Class: Put it on.
Repeat 8 times; as each child in 1st half of class puts the hat on his paper doll. Change pattern and dolls for each side. Repeat 8 times.

C. Have each pupil ask his neighbor:
What is that?
Pupil: That is a hat.
1st Pupil: Put it on.
2nd Pupil: What is that?
3rd Pupil: That is a hat.
2nd Pupil: Put it on.
Repeat until all have recited.
Put the dolls away.

D. Teacher: What is this? (She touches her head)
Class: What is this? (Each pupil touches his head)
Teacher: This is my head.
Class: This is my head.
Have each pupil say: This is my head. (As they touch their head)

E. Repeat procedure D for mouth, ear, and eye; using singular form only.

Enrichment Activities:

A. Page 116: RHYMES FOR FINGERS AND FLANNEL BOARDS; "A Readiness Game"

B. Music: "On My Head" - Back of this guide.

LESSON 62

Review:

What is this?
This is my head, eye, ear, mouth.

Teach:

Patterns:

This is my face.
nose.
neck.
back.
That is your ________.

Vocabulary:

face
nose
neck
back

Sounds:

Final k - neck, back

Comprehension Patterns:

Touch your face, nose, neck, back.

Suggested Procedures:

A. Have the pupils stand up, one at a time.
1st Pupil: This is my head. This is my eye. This is my ear. This is my mouth.
Allow each child to repeat pattern using each part of the body learned.

B. Teacher: This is my face.
Class: This is my face.
(Repeat 8 times)
Teacher: This is your face.
(As she points to a child's face and has each child do the same)
Class: That is your face.
(Repeat 8 times)

½ Class: This is my face.
½ Class: That is your face.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

C. Repeat procedure B for each of the following: nose, hair, neck, and back.

Enrichment Activities:

Continue working on finger play and songs.

LESSON 63

Review:

What is this?
This is my (head, eye, ear, mouth, face, nose, neck, back).
That is your ________.

Teach:

Patterns:

This is my hair.
arm.
leg.
foot.
hand.
finger.
Is this my _______?
Yes, it is.
That is your _______.

Vocabulary:

hair
arm
leg
hand
fingers
foot

Sounds:

Be sure all final sounds are pronounced.

Comprehension Patterns:

Touch your hair, arm, leg, foot, hand, fingers.

Suggested Procedures:

A. Have each pupil stand up and say: This is my (head, eye, ear, mouth, nose, face, neck, back).

B. Teacher: Is this my head?
Class: (Touching their heads) Is this my head?
Teacher: Yes, it is. That is your head.
Class: Repeat 8 times.

C. Have each pupil stand up and touch part of his body and ask the class: Is this my _______?
Class: Yes, it is. That is your ________.

D. Teacher: This is my hair.
Class: This is my hair.
(Repeat 8 times)
Repeat procedure for each new word which fits this pattern.

E. Have each pupil stand and say: This is my hair, arm, hand, fingers, leg, foot.

F. The leader hides his face. Teacher and class decide what to ask him.
Class to leader: Is this my hair?
Leader: Yes, it is. That is your hair.
He chooses someone else to be the leader.
Continue until all have participated.

Enrichment Activities:

A. Fingerplay: RHYMES FOR FINGERS AND FLANNEL BOARDS: "Touch your Nose". Page 113

B. Page 117 - "I Wiggle".

C. Music: Same as Lesson 60.

LESSON 64

Review:

What is this?
That is your ________.
This is my (head, eye, ear, face, nose, neck, back, hair, arm, leg, foot, hand, fingers).
Is this my ______?
Yes, it is.
That is your _______.

Teach:

Patterns:

Is this your _______?
Yes, it is.
This is my _______.
Is this his ______?

Vocabulary:

Work on vocabulary for body parts.

Sounds:

Listen carefully for the omission of the word is.

Comprehension Patterns:

Touch his ________.

Suggested Procedures:

A. Each pupil stand and name one part of his body.
Pupil: This is my _______.
Continue until each pupil has participated.

B. Have each pupil ask his neighbor:
Is this my ________?
Neighbor: Yes, it is. That is your _______.
Continue until all have participated.

C. Teacher: Is this your head?
(As each pupil touches face)
Class: Repeat 8 times.
Teacher: No, it isn't. This is my face.
Class: Repeat 8 times.

D. One pupil stands in front of class:
Is this my ________?
Chooses one pupil to answer:
No, it isn't. That is your _______.
The one answering asks the question next and chooses someone to answer.

Continue until all have participated.

E. Teacher: (Calls one pupil to the front of the room) Is this his face?
Class: No, it isn't. (is not).
That is his face.
The pupil being spoken about calls someone else:
1st Pupil: Is this his eye?
Class: No, it is not. That is his ear.

Repeat procedure until all have participated.

Enrichment Activities:

Continue work on fingerplays.

LESSON 65-66

Review:

All patterns in this unit.

Teach:

Patterns:

Reinforce patterns with use of new vocabulary.

This is (a, my, your) ______.
What is this?
That is (a, my, your) ______.
What is that?
Is this (a, my, your) ______?
Yes, it is.
It is a ______.

Vocabulary:

sink
stove
refrigerator
cupboard
table
chair
couch
lamp
bed
dresser
rug

Sounds:

v - stove - Compare to driver and glove.
refrigerator: This is a fun word. Good exercise in opening and closing mouth.
r - dresser

Suggested Procedures:

A. Arrange paper doll and clothes on bulletin board. Have each pupil go and touch something then ask: What is this? He chooses someone to answer.
Continue activity until all have participated.

B. Have each pupil touch a part of the paper doll and ask: Is this her head?
1st Pupil: Yes, it is. That is her head.
1st Pupil: Is this her face? (As she touches doll)
2nd Pupil: No, it is not. (isn't) That is her arm.
Continue until all have asked and answered.

C. Teacher: That is a sink.
Class: Repeat 8 times.
Repeat this procedure for six words at each lesson.

D. Teacher: This is a ______.
Have each pupil identify his picture.

E. Teacher: It is a ______.
Class: Repeat 8 times.
Repeat for six words at each lesson.

F. Teacher: It is a sofa.
Class: No, it is not. It is a ______.
Continue until all pictures or miniatures of furniture have been identified.

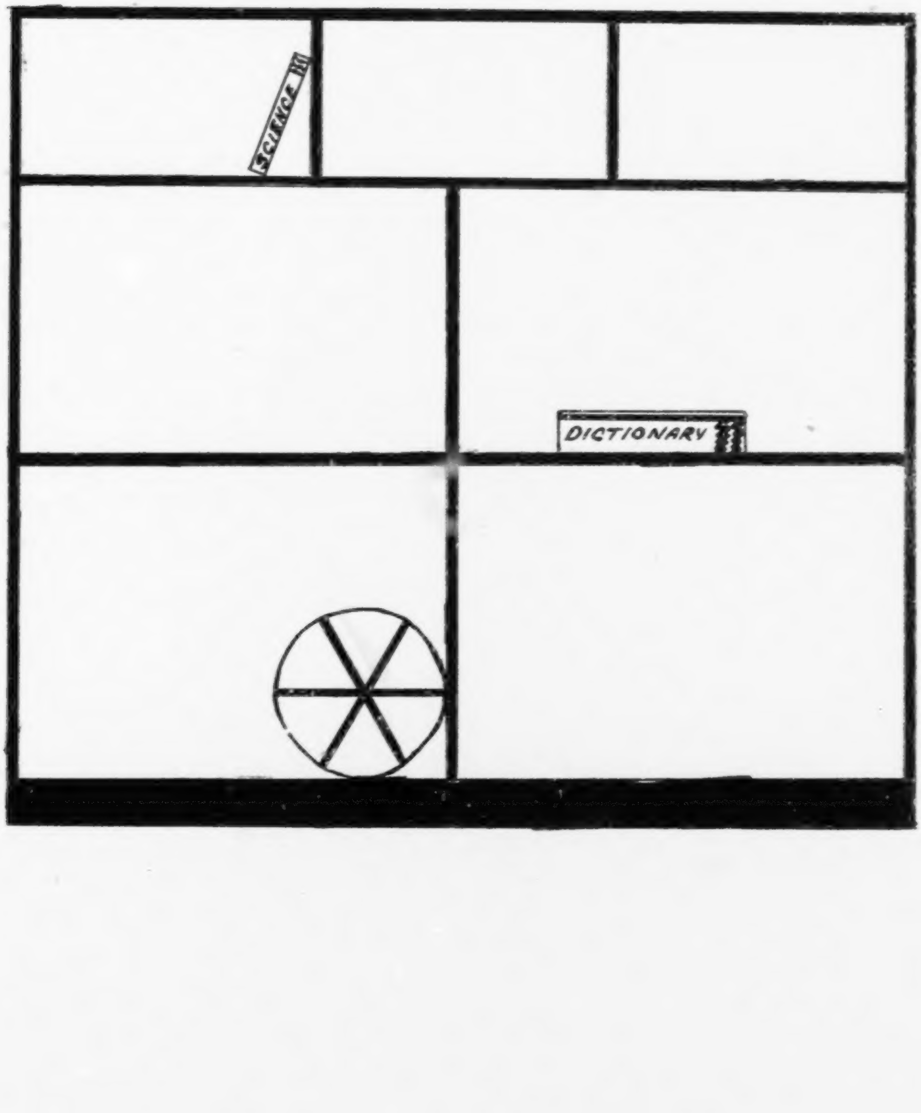
G. Place the pictures of the furniture on the bulletin board.
1st Pupil: (Points to something) That is a dresser.
Each pupil repeats pattern as he identifies something on the bulletin board.

Enrichment Activities:

Continue working on finger plays.

UNIT VIII

WHERE IS EVERYTHING?


SCIENCE
DICTIONARY

LESSON 67

Review:

What is this?
That is a (pencil, paper, brush, book, pair of scissors, crayon, an eraser, paint).
That is a can of paint. or
That is paint.

Teach:

Patterns:

Where is the pencil?
paper?
brush?
crayon?
eraser?
paint?
book?
The pencil is on the desk.

Vocabulary:

on
desk

Sounds:

Final k - des_k_

Suggested Procedures:

A. Use the chart or bulletin board display used for the school vocabulary. Each pupil goes to the chart and asks the class to identify an object.
Pupil: What is this?
Class: That is (a, an) _______.

B. Teacher: Where is the pencil?
Class: Repeat 8 times.
Teacher: The pencil is on the desk.
Class: Repeat 8 times.

½ Class: Where is the pencil?
½ Class: The pencil is on the desk. (Show that the pencil is on the desk)
Repeat the pattern and procedure for each school item.

C. Have each pupil ask his neighbor:
Where is the _______?
Neighbor: The _______ is on the _______.
Continue until all have participated.

D. ½ Class: Oh, hello.
½ Class: (Echo) Oh, hello.

½ Class: Where are you?
½ Class: Echo.

Total Class: Here I am.

LESSON 68

Review:

Where is the (pencil, book, paper, crayon, pair of scissors, crayon, brush, eraser, paint)?

The _______ is in the desk. (Omit scissors or change verb)

Teach:

Vocabulary:

in

Sounds:

Continue work on previous sounds.

Comprehension Patterns:

Look for it.
Can you find it?

Suggested Procedures:

A. Place school items on desk. Have each pupil ask his neighbor: Where is the _______? Neighbor answers: The _______ is on the desk.

Continue until all have participated.

B. Have the class close their eyes. Teacher puts all the items in the desks.

C. Teacher: Where is the book? Look for it. One pupil is chosen to look for the book.

Pupil: Here it is.
Teacher: The book is in the desk.
Class: (Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Have each pupil ask his neighbor:
Neighbor responds:

Repeat procedure for each school item.

LESSON 69

Review:

What is this?
That is a _______.
Where is the _______?
The _______ is (on, in) the desk.
Here it is.

Teach:

Patterns:

The _______ is on the table.
The _______ is on the chair.
The _______ is in the desk.

(If toy stove and refrigerator are available use them.)

Vocabulary:

Continue work on in and on.

Sounds:

Work on previous sounds.

Comprehension Patterns:

Put it (in, on) the (desk, table, chair).

Suggested Procedures:

A. Place all items in a box. Each pupil comes up and takes something out.

Pupil: What is this?
Class: That is a _________.
Teacher: Put it (on, in) the _______.
Continue until all objects have been identified.

B. The teacher chooses a child who has not had a turn to be the leader:
Leader: Where is the _______?
Chooses someone to answer.
Pupil: The _______ is (in, on) the ________. This pupil in turn becomes leader.
Continue until all pupils have responded.

LESSON 70

Review:

What is this?
This is a _______.
Where is the (school item)?
The ______ is (on, in) the (desk, table, chair).

Teach:

Patterns:

Where is your (hat, shoe, sock, shirt)?
Here it is.
Is my hat on my head?
No, it is not.
Yes, it is.

Vocabulary:

Continue working on on and in.

Sounds:

wh - where. Have each pupil blow out a match.

Comprehension:

on and in

Suggested Procedures:

A. Place school items on the table, chairs, and desks and in the desks, toy furniture.
Choose a leader.
Leader: Where is the _______?
Chooses someone to answer.
Pupil chosen: Here it is. What is this?
Class: That is a ______.
Pupil: The ______ is (on, in) the ______. Where is the ______?
Chooses another pupil to respond.
Continue until all have participated.

B. Teacher: Where is the hat?
Class: Repeat 8 times.
1st Pupil: Where is the hat?
2nd Pupil: Here it is. (Points to it. Passes it to the next pupil).
2nd Pupil: Where is the hat?
3rd Pupil: Here it is.
Continue until all have answered.

C. Teacher: Where is your shirt?
Class: Repeat 8 times.
Teacher: Here it is.
Class: Repeat 8 times.
½ Class: Where is your shirt?
½ Class: Here it is.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil asks his neighbor:
Where is your shirt?
Neighbor: Here it is.
Continue until all have responded.

D. Repeat procedure C for: Where is your (shoe, sock)? Here it is.

E. Have one pupil at a time ask a pupil of his choice the question: Where is your (shoe, sock, hat, shirt)?
Pupil answers and chooses someone else.

Suggested Procedures: - Continued

F. Teacher: Is the hat on my head?
Class: Repeat 8 times.
Teacher: No, it is not. It is on the chair.
Class: Repeat 8 times.

½ Class: Is the hat on my head?
½ Class: No, it is not. It is on the chair.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Have each pupil ask another until all have participated.

Enrichment Activities:

A. Encourage the children to talk about pictures you have selected which are suitable to these patterns and vocabulary.

B. Time For Poetry: Page 7 "Shoes".

LESSON 71

Review:

What is this?
That is a ______.
Where is the ______?
Here it is.
The ______ is (on, in) the ______.

Teach:

Patterns:

I want a pencil.
I want a paper.
I want a book.
I want a crayon.
Who wants a ______?

Vocabulary:

want
wants

Sounds:

w - want
t - want
wh - who : The "blowing out" sound.

Comprehension Patterns:

Do you want a ______?

Suggested Procedures:

A. 1st Pupil: What is this?
Class: That is a ______.
1st Pupil: Close your eyes.
Where is the ______?
Class holds up hands. Pupil calls on someone.
Pupil: Here it is.
Class: The ______ is (on, in) the ______.
The pupil responding becomes the leader.

Continue until all have responded.

B. Teacher: I want a pencil.
Class: I want a pencil.
(Repeat 8 times)
Place a group of school items on the table.
Have each pupil say: I want a (pencil, paper, crayon, book).

C. Teacher: Who wants a book?
Class: Repeat 8 times.

D. ½ Class: Who wants a book?
½ Class: I want a book.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil stands up and asks the class:
Leader: Who wants a ______?
Pupil chosen to answer: I want a ______.
Leader: Here it is.
Pupil: Thank you.
Leader: You are welcome.
Pupil becomes leader. Repeat dialogue for each pupil.

LESSON 72

Review:

I want a (pencil, book, paper, crayon).
Who wants a _______?
What is this?
That is a _______.

Teach:

Patterns:

I do.
I do, too.
Take it to (name).

Vocabulary:

do
too
take

Sounds:

d - do
t - too
k - take

Comprehension Patterns:

Hurry.
Hold up your hands.

Suggested Procedures:

A. Leader: Who wants a pencil?
Have the class hold up their hands.
Leader chooses someone to answer.
Pupil chosen: I want a pencil.
Pupil chosen becomes the leader and the exercise is continued until all have participated.
On the table or desk have enough school items so that there is one for each pupil.

B. Teacher: Who wants a dress?
Teacher: I do.
Class: Repeat 8 times.
Teacher: I do, too.
Class: Repeat 8 times.
Teacher: To 1st pupil in group of 5. Who wants a pair of shoes?
1st Pupil: I do.
2nd, 3rd, 4th, 5th: I do, too.
Continue until all have responded.

For second group have the class ask the question using words from the clothing vocabulary.

C. Leader: Who wants a (miniature furniture or picture of furniture) _______?
1st Pupil: I do.
2nd Pupil chosen: I do, too.
Leader: Here it is.
1st pupil becomes the leader.
2nd pupil becomes the helper.
Leader: Who wants a _______?
Pupil is chosen: I do.
2nd pupil chosen: I do, too.
Leader: Take it to _______.
Helper as he hands the article to the pupils: Here it is.

Continue until all have participated.

Each pupil holding a picture is asked by his neighbor: What is that?
Pupil: This is a _______.

LESSON 73

Review:

Who is a (school worker)?
_______ is a (school worker).
Who wants a ______?
I do.
I do, too.
Thank you.
Here it is.

Teach:

Patterns:

Take (it, one) to _______.
(Name) wants a ________.
(Name) wants a ________.
(Name) wants a ______, too.
You are welcome.

Vocabulary:

Continue working on previous vocabulary.

Sounds:

Continue working on previous sounds. Do not allow omission.

Suggested Procedures:

A. Have each pupil ask his neighbor:
Who is a ______?
Neighbor: ________ is a _______.
Continue until all have responded.

B. Teacher: Take it to the table.
Class: Repeat 8 times.
Hand each pupil a picture or, an item.
1st pupil to neighbor: Take it to the table.
Continue until each has obeyed and responded.

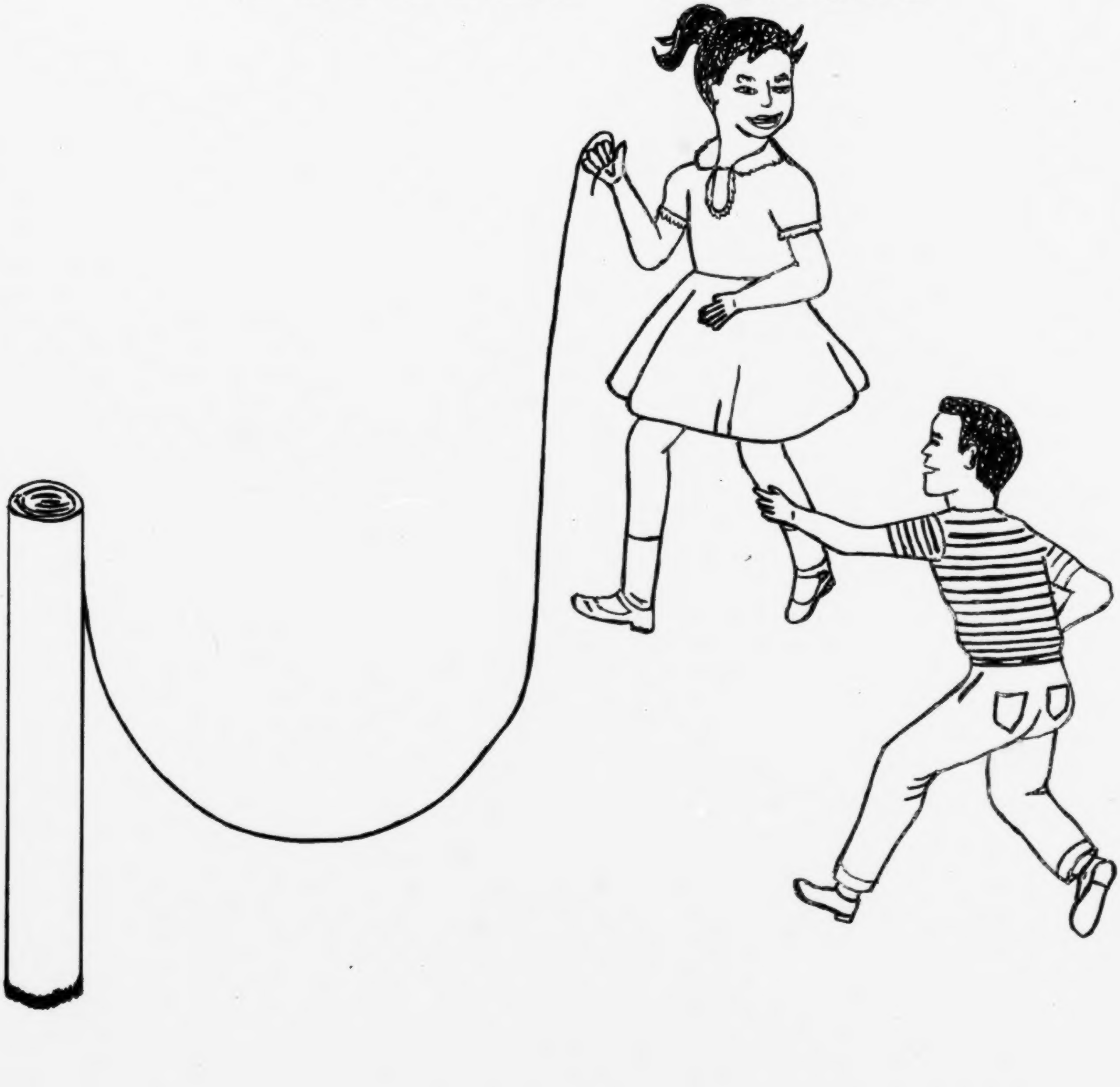
Teacher: _______ wants a ______.
Class: Repeat 8 times.
Teacher: (Mary) wants a (book), too.
Class: Repeat 8 times.

C. Leader: Who wants a ______?
Class: I do, I want a ______.
I do, too, I want a ______.
Two are chosen.
Leader to 1st pupil: Here it is.
1st Pupil: Thank you.
Leader: You are welcome. To 2nd pupil: Here it is.
2nd Pupil: Thank you.
Leader: You are welcome.

D. 1st pupil now becomes leader and 2nd pupil becomes helper.
Leader: Who wants a _____?
Class: I do, I want a _____.
I do, too. I want a _______.
Leader: Take it to ______.
Helper: Hands it to the pupil named by leader. Here it is.
Pupil: Thank you.
Helper: You are welcome.

Continue exercise until each pupil has been leader or helper.

UNIT IX
ACTION WORDS



LESSON 74

Review:

What is (this, that)?
(This, That) is a _______.
Where is (the, my, your) ______?
Here it is.
(The, My, Your) ________ is
(in, on) the ______.

Teach:

Patterns:

I am cutting.
drawing.
coloring.
What are you doing?

Vocabulary:

cutting
drawing
coloring
doing
are

Sounds:

ing - doing, etc. Compare to morning. This is a difficult sound for the Navajo child. Be sure it is pronounced correctly each time.

Comprehension Patterns:

Close your eyes.
______ cut something.
Draw something.
Color something.

Suggested Procedures:

A. Place various items in a box. (pencils, paper, crayons, scissors, paper doll clothes or dress up clothes and miniature furniture or pictures of such) Two pupils are asked to go to the box. One takes something out.
1st Pupil: What is this?
2nd Pupil: That is a _______.
1st Pupil: Close your eyes. Where is the ________?
2nd Pupil: (Looks for it) Here it is. The _______ is (on, in) the ________.
The two pupils who have participated choose two more.
Continue until all have participated.

B. Teacher: I am cutting. (Demonstrates)
Class: (Holding paper and scissors) I am cutting. (Repeat 8 times)
Have each pupil answer as class asks.
Class: What are you doing?
Pupil: I am cutting.
Repeat procedure B for: I am drawing. I am coloring.

C. Place a piece of paper and pencil, crayon, or scissors at each desk or place at the table. Have children sit down at their places and make something with the tool they have.

Each pupil asks his neighbor:
What are you doing?
Neighbor: I am (drawing, cutting, coloring).
Continue procedure C until all have responded.

Materials:

Pencils, scissors, crayons, and paper.

Enrichment Activities:

Display pictures drawn, colored or cut. Make conversation about the pictures.

LESSON 75

Review:

My name is ______.
My father's name is ______.
My mother's name is ______.
What are you doing?
I am cutting, drawing, coloring.

Teach:

Patterns:

I am writing.
I am sitting.
I am standing.
I am walking.

Vocabulary:

sitting
standing
walking

Sounds:

ng - Be sure the pronunciation of this sound is correct.

Comprehension:

Are you (sitting, standing, walking)?

Enrichment Activities:

A. TIME FOR POETRY: Page 5 "Walking".

Suggested Procedures:

A. Each pupil stands up and says his name, his father's name, and his mother's name.

B. Teacher: What are you doing?
Class: Repeat 8 times.
Teacher: I am cutting.
Class: Repeat 8 times.
Teacher: I am drawing.
Class: Repeat 8 times.
Teacher: I am coloring.
Class: Repeat 8 times.
Each child holds a pair of scissors, pencil, crayon.
Each pupil is asked by his neighbor: What are you doing?
Neighbor: I am (cutting, drawing, coloring).
Continue exercise until all have responded.
Collect school items. Give each pupil a pencil.

C. Teacher: What are you doing?
Class: Repeat 8 times.
Teacher: I am writing. (Demonstrates)
Class: Repeat 8 times.
Teacher-½ Class: What are you doing?
Teacher-½ Class: I am writing.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)
Each pupil asks his neighbor:
Neighbor responds.
Continue until all have participated.

D. Repeat procedure C for: I am sitting, standing, walking. Demonstrate then have the pupil perform the act as they answer.

E. Teacher-Class: I am cutting. I am drawing, coloring, writing, sitting, standing, walking. (Perform action as the pattern is repeated.)

F. Have each pupil ask his neighbor:
What are you doing?
Neighbor: I am ______ing.

LESSON 76

Review:

My name is ______.
I live (in, at, near) ______.
I am _____ years old.
What are you doing?
I am (cutting, drawing, coloring, writing, sitting, standing, walking).

Teach:

Patterns:

I am hopping.
I am skipping.
I am jumping.
I am running.
What is (he, she) doing?
(He, She) is ______ing.

Vocabulary:

hopping
skipping
jumping

Sounds:

h - hopping - unvoiced.
Breath is blown out through open mouth.
ng - Do not allow mispronunciation.

Enrichment Activities:

A. Music: Page 5 MUSIC THROUGH THE DAY: "Stamping Land". Use the words skipping, hopping, running and walking.

B. Filmstrip: A BUSY MORNING AT SCHOOL: Living and Working Together Series published by the Jam Organization, 1954.

Suggested Procedures:

A. Each pupil stands and says his name, where he lives and how old he or she is.

B. Each pupil asks his neighbor: What are you doing? Pupil responds as he demonstrates.

C. Teacher: I am hopping (As she demonstrates)
Class: Repeat 8 times. (Perform action)
Teacher: I am skipping. (Demonstrates)
Class: Repeat 8 times. (Perform action)

D. Teacher-½ Class: What are you doing?
Teacher-½ Class: I am hopping.
(Repeat 8 times as they demonstrate. Change pattern for each side. Repeat 8 times as 2nd pupil demonstrates.)

E. Repeat procedure D for I am skipping, jumping, running.

F. Have each pupil ask his neighbor: What are you doing? Pupil responds as he demonstrates.

G. Teacher: What is (he, she) doing? (As the last pupil in circle demonstrates)
Class: Repeat 8 times.
Teacher: (He, She) is ______ing.
Using pictures of each activity have:
½ Class: What is (he, she) doing?
½ Class: (He, She) is ______ing.

H. One pupil is chosen to do something.
1st Pupil: What is he doing?
2nd Pupil: He is running.
1st Pupil: What is she doing?
2nd Pupil: She is skipping.
Pupils perform action as they answer question. Continue until each pupil has performed, asked and answered the questions.

LESSON 77

Review:

My name is ______.
I am in the ______ grade.
I go to _______ public school.
What are you doing?
I am (cutting, drawing, coloring, writing, sitting, standing, walking, hopping, skipping, jumping, running).

Teach:

Patterns:

I am listening.
I am talking.
I am singing.
Is (she, he) _____ing?
Yes, (he, she) is.

Vocabulary:

listening
talking
singing

Sounds:

Continue work on ng.

Comprehension Patterns:

Do something.

Enrichment Activities:

A. Music: Continue working on previous songs.

B. Seatwork: Cut out pictures of children running, etc. Make a collage.

Suggested Procedures:

A. Each pupil stands and says his name, grade, school and teacher's name. Then (he or she) performs an action.
Class: What are you doing?
Pupil: I am ______ing.

B. Teacher: I am listening. (With hand cupping the ear)
Class: I am listening.
(Repeat 8 times)
Teacher-½ Class: What are you doing?
Teacher-½ Class: I am listening.
Continue until all have responded.

C. Repeat procedure B for the following: I am talking.
I am singing.

D. Teacher: "Mary, jump." What is she doing?
Class: She is jumping.
Teacher: Is she jumping?
Class: Is she jumping?
(Repeat 8 times)
Teacher: Yes, she is
Class: Yes, she is.
(Repeat 8 times)
Using pictures ask about each activity affirmatively. Then:
½ Class: Is (he, she) _____ing?
½ Class: Yes, (he, she) is.

E. Hand each pupil scissors and paper or pencil or crayons.
Each pupil asks someone of his choice: What are you doing?
Pupil responds: I am _____ing.
Continue until all have responded.

F. Have each pupil perform an action.
Class: What are you doing?
Pupil: I am _______.
(Try to include all action words used thus far)

LESSON 78

Review:

________ is the principal.
________ is the cook.
________ is my bus driver.
(He, She) is(writing, coloring, drawing, cutting, sitting, standing, walking, shopping, skipping, jumping, running, listening, talking, singing).
Is (he, she) ________ing?
Yes, (he, she) is ______ing.

Teach:

Patterns:

I am washing.
I am washing my hands.
I am washing my face.
I am combing my hair.
I am eating.
I am drinking.
No, (he, she) is not _______.
(He, She) is _______ing.

Vocabulary:

washing
combing
eating
drinking

Sounds:

Final s - hands
ng - Besure it is pronounced correctly.

Enrichment Activities:

A. Have the pupils cut pictures of these activities from magazines. Each tell what is happening in the picture. Add these pictures to the collage.

B. Show Filmstrip: THE FAMILY BEGINS THE DAY: Living and Working Series; The Jam Handy Organization, 1954.

Suggested Procedures:

A. Using pictures, charts or flannel board have each pupil tell:
_______ is the principal.
_______ is the cook.
_______ is my bus driver.

B. Arrange pictures of the various activities. Have one pupil come up and say: (He, She) is ______ing. Then allow him to choose someone to identify another activity. (These can be stick figures.)

C. Teacher: Is (he, she) ________ing?
Class: Yes, (he, she) is _____ing.
Continue until the teacher has asked about each activity and the class has responded.

D. Teacher: I am washing.
Class: I am washing.
(Repeat 8 times) Using the toy washboard and tub demonstrate.
½ Class: What are you doing?
½ Class: I am washing.
(Repeat 8 times) Have each pupil perform the action.
Class: What are you doing?
Pupil: I am washing.

E. Repeat procedure D for:
I am washing my hands.
I am washing my face.
I am combing my hair.
I am eating.
I am drinking.

F. Have each pupil demonstrate using the patterns and one of the verbs.
Class: What are you doing?
Pupil: I am ______ing.
Teacher: Is (he, she) ______ing?
Class: No, (he, she) is not.
(He, She) is _____ing.

LESSON 79

Review:

Is (Mr., Miss, Mrs.) a ______?
Yes, (he, she) is.
No, (he, she) is not.
What are you doing?
Is (he, she) _____ing?
Yes, (he, she) is _____ing.
No, (he, she) is not.
(He, She) is ______ing.

Teach:

Patterns:

I am looking up.
I am looking down.

Vocabulary:

looking

Sounds:

ng - looking
oo - looking
Final m - am

Comprehension:

Let's play doctor.
What are you doing to do?

Suggested Procedures:

A. Each pupil asks his neighbor:
Is (Mr., Mrs., Miss) a (cook, janitor, teacher, principal, bus driver)?
Neighbor: Yes, (he, she) is.
or No, (he, she) is not.
Continue until all have responded.

B. First pupil stands up and performs an action.
2nd Pupil: What is (he, she) doing?
Class: (He, She) is _____ing.
1st pupil chooses someone to ask.
2nd pupil performs an action.
Continue activity until about half of the class has had a turn.

C. 1st pupil performs an action:
2nd pupil to 3rd pupil: Is (he, she) ______ing?
3rd Pupil: Yes, (he, she) is.
or No, (he, she) is not. (He, She) is _____ing.
2nd pupil performs and 3rd pupil asks 4th.
Continue until the other $\frac{1}{2}$ of the class has responded.

D. Play the doctor-patient game in Lesson 49.
Doctor: Who's next?
Patient: I am.
Doctor: Sit down. Look up. Look down. Thank you. Who is next?
Continue until 4 or 5 pupils have participated.

E. Teacher: I am looking up. (Demonstrate)
Class: Repeat 8 times.
$\frac{1}{2}$ Class: What are you doing?
$\frac{1}{2}$ Class: I am looking up.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)
Each pupil asks his neighbor:
What are you doing?
Neighbor: I am looking up.

Suggested Procedures: - Continued

F. Repeat procedure D for: I am looking down.

G. Play Game:
Doctor: Who's next?
Patient: I am.
Doctor: Sit down. Look up.
Class: What are you doing?
Patient: I am looking up.
Doctor: Look down.
Class: What are you doing?
Doctor: I am looking down.

Continue until all have participated.

Enrichment Activities:

A. Music: MUSIC THROUGH THE DAY, Page 97 - Lyrics in the Enrichment section of guide.

LESSON 80

Review:

Who is our (teacher, principal)?
(Mr., Miss, Mrs.) is our ______.
What are you doing?
I am ______ing.

Teach:

Patterns:

What are they doing?
They are ______ing.
What are you doing?
We are _____ing.

Vocabulary:

they
we

Sounds:

Continue listening for correct pronunciation of ng and the.

Comprehension:

they, we

Suggested Procedures:

A. Have each pupil ask his neighbor:
Who is our teacher?
Neighbor: ______ is our teacher.
Pupil: Who is our principal?
Neighbor: ______ is our principal.
Continue until all have responded.

B. Class stands.
1st pupil performs an action.
2nd Pupil: What are you doing?
1st Pupil: I am _____ing.
2nd Pupil: Performs.
Continue until all have responded.

C. Teacher: (Showing picture) What are they doing?
Class: Repeat 8 times.
Teacher: They are running, etc.
Class: Repeat 8 times.
½ Class: What are they doing?
½ Class: They are _____ing.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

D. Four or five pupils perform an action.
½ Class: What are they doing?
½ Class: They are ______ing.
Repeat until all have participated.

E. Teacher: What are you doing? (Speaking to last group)
Class: What are you doing?
(Repeat 8 times)
Teacher: We are _____ing.
Group performing: We are _____ing.
Class: We are sitting.
(Repeat 8 times)
½ Class: What are you doing?
½ Class: We are sitting.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

F. Four or five are called upon to perform. Groups take turns until all pupils have performed.
Class: What are you doing?
Group performing: We are ____ing.
Continue until all have performed.

LESSON 81

Review:

Who is (he, she)?
(He, She) is a nurse, doctor, policeman, fireman, trader, mailman, postmaster and missionary).
What are they doing?
They are _____ing.
What are you doing?
We are ______ing.

Teach:

Patterns:

What are we doing?
You are _____ing.

Vocabulary:

we

Comprehension:

we, they

Suggested Procedures:

A. Arrange flannel board cutouts of pictures of community helpers.
1st pupil goes to display and asks: Who is (he, she)?
Chooses someone to answer.
Pupil chosen: (He, She) is a ______.
Who is (he, she)? Chooses a pupil to answer.
Continue until all have responded.

B. Four or five pupils perform and ask class: What are we doing?
Class: You are _____ing.
Continue until all have performed an action and recited.

C. Using pictures have one pupil at a time point to a picture and say: What are they doing?
Class: They are _____ing.
The pupil asking chooses someone to take his place.
Continue until each has asked the question.

D. Teacher: What are we doing?
Class: Repeat 8 times.
Four or five pupils perform an action.
They ask: What are we doing?
Teacher: You are _____ing.
Class: Repeat 8 times.
Four or five other pupils perform an action.
Pupils: What are we doing?
Class: You are _____ing.
Continue until all have participated in groups of four or five.

E. Teacher: Calls 4 or 5 to do something.
What are they doing?
Class: They are _____ing.
½ Class: What are they doing?
½ Class: They are ______ing.
Group performing. What are we doing?
Class: You are _____ing.
Another group performs. Repeat procedure. Continue until each pupil has performed with a group.

LESSON 82

Review:

What are we doing?
You are ______.
What are they doing?
They are ______ing.
What are you doing?
We are ______ing.

Teach:

Patterns:

Are you ______ing?
Yes, I am.
Yes, we are.
No, I am not.
No, we are not.

Sounds:

Final m - am
Final t - not

Enrichment Activities:

A. Art: Each pupil draw a picture of a girl or boy doing something.

Suggested Procedures:

A. Using display have each pupil ask: What are they doing? Class answers.

B. Four or five perform and ask:
What are we doing?
Class: You are ______ing.
What are you doing?
Group performing: We are ____ing.

C. Teacher: Are you running?
Class: Repeat 8 times.
Teacher: Yes, I am.
Class: Repeat 8 times.
Have each pupil perform.
2nd Pupil: Are you _____ing.
1st Pupil: Yes, I am.
2nd Pupil: (Performs)
3rd Pupil: Are you cutting?
2nd Pupil: Yes, I am.
Continue until each pupil has participated.

D. Teacher: Are you walking?
Class: Repeat 8 times.
Teacher: No, I am not. I am hopping.
Class: Repeat 8 times.
1st pupil performs.
2nd Pupil: Are you ______ing?
1st Pupil: No, I am not. I am _______ing.
Continue until each pupil has performed.

E. Four or five pupils perform.
Teacher: Are you talking?
Class: Repeat 8 times.
Teacher: No, we are not. We are walking.
Four or five pupils: No, we are not. We are walking. (Repeat 8 times)
Class: Repeat 8 times.
Teacher: Are you ______ing?
Class: Repeat 8 times. Teacher and four or five pupils: Yes, we are.
Class: Repeat 8 times.
Repeat procedure until all pupils have performed.

LESSON 83

Review:

What are you doing?
I am (cutting, drawing, coloring, writing, sitting, walking, hopping, skipping, jumping, running, talking, listening, singing, washing, washing my face, combing my hair, eating, drinking, looking down, looking up).
What are they doing?
They are ______ing.
What is (he, she) doing?
(He, She) is ______ing.

Teach:

Sounds:

ng - final ng as in running.

Comprehension:

Do something different.

Enrichment Activities:

A. The game used for review above can be perfected and used as a presentation to another class.

B. The pictures for the opaque can be drawn by the students and used as a culmination project also.

Suggested Procedures:

A. Have each pupil perform a different action.
2nd Pupil: What are you doing?
1st Pupil: I am writing. (Demonstrates)
2nd Pupil performs action.
3rd Pupil: What are you doing?
2nd Pupil: I am drawing.
Continue until each pupil has participated.

B. Have four pupils running, 4 pupils walking, and one each drawing, coloring and cutting.
Class: What are you doing?
Pupils running: We are running.
This group points to those skipping. What are they doing?
Class: They are skipping.
Pupils walking: What are we doing?
Class: You are walking.
Pupils performing ask the pupils working with school objects: What are you doing?
1st Pupil: I am drawing.
Class: What are you doing?
3rd Pupil: I am cutting.
Have each pupil trade places and repeat the exercise several times.

Continue doing this as a game for a week or until it is perfect. As the class goes about its daily routine use these patterns often.

C. Using opaque projector to show pictures.
Class: What is (he, she) doing?
1st Pupil: (He, She) is _____ing.

Continue until all pictures have been discussed. Only one for each of the activities discussed needs to be used.

LESSON 84

Review:

What are you doing?

Teach:

Patterns:

What are you going to do?
I am going to ______.

Vocabulary:

going

Sounds:

ng - going

Suggested Procedures:

A. Teacher: What are you going to do?
Class: Repeat 8 times.
Teacher: I am going to walk.
Class: Repeat 8 times.
½ Class: What are you going to do?
½ Class: I am going to walk.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Each pupil asks his neighbor:
What are you going to do?
Pupil: I am going to ______.

B. 1st pupil to neighbor:
What are you going to do?
2nd Pupil: I am going to walk.
(He performs)
1st Pupil: What are you doing?
2nd Pupil: I am walking.

Continue until all have participated.

LESSON 85

Review:

What are you doing?
I am ______ing.
What are you going to do?
I am going to ______.

Teach:

Patterns:

What is (he, she) going to do?
(He, She) is going to hop.

Vocabulary:

Review going and he and she.

Sounds:

ng - going
is - do not allow omission

Comprehension Patterns:

What did (he, she) say?

Suggested Procedures:

A. Each pupil stands; one at a time.
Class: What are you going to do?
Pupil: I am going to _______.
(Demonstrate)
2nd Pupil: What are you doing?
Pupil: I am ______ing.
Have each pupil repeat above procedure. To give practice in vocabulary insist that each pupil do something different.

B. Teacher: What is (he, she) going to do?
Class: Repeat 8 times. Each pupil repeats pattern.
Teacher: (He, She) is going to _______.
Class: Repeat 8 times. Each pupil repeats pattern.

C. Teacher: To boy: What are you going to do?
Boy: I am going to skip.
Teacher: What is he going to do?
Class: He is going to skip.
Teacher: To a girl: What are you going to do?
Girl: I am going to walk.
Teacher: What is she going to do?
Class: She is going to walk.

D. Teacher: Calls a pupil to the front.
Class: What are you going to do?
Pupil: I am going to _______.
½ Class: What is (he, she) going to do?
½ Class: (He, She) is going to _______. Pupil demonstrates.
Class: What are you doing?
Pupil: I am ______ing.
½ Class: What is (he, she) doing?
½ Class: (He, She) is ______ing.

Repeat procedure D for each student using as much of the action vocabulary as possible.

LESSON 86

Review:

What are you doing?
I am _____ing.
What are you going to do?
I am going to ________.
What is (he, she) going to do?
(He, She) is going to _______.

Teach:

Patterns:

Is (he, she) going to _______?
Yes, (he, she) is.
No, (he, she) is not.
(He, She) is going to _______.

Vocabulary:

Continue drill on action words.

Sounds:

Continue work on ng and is.

Comprehension Patterns:

Answer the question.

Suggested Procedures:

A. 1st pupil in row stands up.
2nd Pupil: What are you going to do?
1st Pupil: I am going to skip.
2nd Pupil: (To class) What is (he, she) going to do?
Class: (He, She) is going to skip.
2nd Pupil: Demonstrates.
1st Pupil: What are you doing?
2nd Pupil: I am ______ing.

Repeat until each student has performed.

B. Teacher: Is (he, she) going to ______?
Class: Repeats 8 times.
Teacher: Yes, (he, she) is.
Class: Repeat 8 times.
Teacher: I am going to write.
½ Class: Is she going to write?
½ Class: Yes, she is.
(Repeat 8 times. Change pattern for each side. Repeat 8 times.)

Teacher: No, (he, she) is not.
Class: Repeats 8 times.
Teacher: (He, She) is going to sing.
Class: Repeats 8 times.

C. Three pupils come to the front of the class.
1st Pupil: What are you going to do?
2nd Pupil: I am going to talk.
3rd Pupil: Is he going to run?
1st Pupil: No, he is not. He is going to talk.

Repeat procedure C four or five times.

UNIT X

WHERE IS EVERYBODY? WHAT IS EVERYBODY DOING?

LESSON 87

Review:

What are you going to do?
I am going to ________.
What is (he, she) going to do?
(He, She) is going to _______.
What are you doing?
I am ________ing.
What is (he, she) doing?
(He, She) is _______ing.

Teach:

Patterns:

Whare are you going?
I am going to my classroom.
I am going to the lunchroom.
I am going to the office.

Vocabularly:

Lunchroom
office

Sounds:

m - lunchroom, room
ng - going

Comprehension Patterns:

going
classroom
lunchroom

Suggested Procedures:

A. Each pupil asks his neighbor:
What are you going to do?
Pupil: I am going to draw.
Neighbor to class: What is (he, she) going to do?
Class: (He, She) is going to cut.
Neighbor: What are you doing?
Pupil: I am cutting.
Neighbor: What is (he, she) doing? (addressing class).
Class: (He, She) is cutting.
Continue procedure until all have demonstrated and responded.

B. Teacher: Using a doll or a puppet demonstrate: Where are you going?
Class: Where are you going?
Repeat 8 times. Each pupil ask the doll or puppet: Where are you going?
Teacher: I am going to my classroom (answering pupil's question).

C. Teacher: I am going to my classroom.
Class: Repeat 8 times.
½ Class: Where are you going?
½ Class: I am going to my classroom. (Repeat 8 times; change pattern for each side; repeat 8 times). Each pupil answers doll's questions.
Doll: Where are you going?
Pupil: I am going to my classroom.
Continue until all have responded.

D. Repeat procedure C for:
I am going to the lunchroom.
I am going to the office.

Enrichment Activities:

A. Music: page 8 - MUSIC THROUGH THE DAY - "Going To Boston".
Page 5 - MUSIC THROUGH THE DAY - "Stamping Land".

LESSON 88

Review:

What is (he, she) doing?
(He, She) is _______ing.
Where are you going?
I am going to my classroom.
I am going to the lunchroom.
I am going to the office.

Teach:

Patterns:

I am going to the restroom.
I am going to my desk.
I am going to the door.

Vocabulary:

restroom
desk

Sounds:

rest - final t
room - initial r

Suggested Procedures:

A. One pupil at a time performs.
1st Pupil: What are you doing?
Pupil performing: I am ____ing.
1st Pupil: What is (he, she) doing?
Class: (He, She) is _____ing.
(Arrange a lunchroom area and an office area in the classroom.
Teacher: This is the (classroom, office, lunchroom).
1st Pupil: Where are you going?
Pupil performing: I am going to the _____. The one performing sits down; the one asking the question performs and the first performer chooses someone to ask the questions. Continue until all have participated.

B. Teacher: I am going to the restroom.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Where are you going?
$\frac{1}{2}$ Class: I am going to the restroom.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

C. Teacher: I am going to the desk.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Where are you going?
$\frac{1}{2}$ Class: I am going to the desk.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

D. Teacher: I am going to the door.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Where are you going?
$\frac{1}{2}$ Class: I am going to the door.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

E. Each pupil asks his neighbor:
Where are you going?
Each one pretends to go somewhere:
I am going to the ________.

LESSON 89

Review:

What are you going to do?
What is (he, she) going to do?
I am going to _______.
(He, She) is going to ______.

Teach:

Patterns:

Where are you going?
I am going to eat.
I am going to bed.
I am going to school.

Vocabulary::

eat
school

Sounds:

eat - final t
bed - final d
school - k
school - final l

Suggested Procedures:

A. 2nd Pupil to 1st: What are you going to do?
1st Pupil: I am going to _____.
2nd Pupil to 3rd: What is (he, she) going to do? (referring to 1st pupil).
3rd Pupil: (He, She) is going to _______. What are you going to do?
2nd Pupil: I am going to ______.
3rd Pupil to 4th: What is (he, she) going to do? (referring to 2nd).
4th Pupil: (He, She) is going to ______. What are you going to do?
3rd Pupil: I am going to ______.
Continue until all have participated.

B. Teacher: Where are you going?
Class: Where are you going?
Teacher: I am going to eat. (demonstrate)
Class: Repeat 8 times.

C. Teacher: I am going to bed. (demonstrate).
Class: Repeat 8 times.
Teacher: I am going to school. (demonstrate).
Class: Repeat 8 times.

D. Each pupil asks his neighbor: Where are you going?
Pupil: I am going to (eat, bed, school). As he demonstrates.
Continue until each pupil has responded.

Enrichment Activities:

A. Stories: THE THREE BEARS

LESSON 90

Review:

What are you going to do?
I am going to _______.
Where are you going?
I am going to my classroom.
I am going to the lunchroom.
I am going to the office.
I am going to the restroom.
I am going to my desk.
I am going to the door.
I am going to eat.
I am going to bed.
I am going to school.

Teach:

Patterns:

Where is (he, she) going?
(He, She) is going to ______.

Vocabulary:

Review

Sounds:

going - ng

Suggested Procedures:

A. Each pupil asks his neighbor:
What are you going to do?
Neighbor: I am going to run.
Pupil: What are you doing?
Neighbor: I am running (as he or she demonstrates).
Continue until all have responded.

B. Arrange places which would serve as the classroom, office, lunchroom, etc.
1st pupil gets up and starts to go somewhere.
2nd Pupil: Where are you going?
1st Pupil: I am going to _____.
2nd pupil gets up and starts to go somewhere.
3rd Pupil: Where are you going?
Continue until all have responded.

C. Teacher: Where is he going?
Class: Repeat 8 times.
Teacher: (He, She) is going to school.
Class: Repeat 8 times.
Teacher calls a boy to the front of the class:
$\frac{1}{2}$ Class: Where is he going?
$\frac{1}{2}$ Class: He is going to _____.
Repeat 8 times. Change pattern for each side.
As one pupil gets up to go somewhere, another asks: Where are you going?
Pupil: I am going _______.
Pupil: (To class) Where is (he, she) going?
Class: (He, She) is going to _______.
The pupil performing chooses a speaker, the speaker becomes the one who demonstrates action. Continue until all have performed.

LESSON 91

Review:

What are you going to do?
I am going to _______.
What is (he, she) going to do?
(He, She) is going to _______.
Is (he, she) going to _______?
Yes, he is.
No, (he, she) is not.
Where are you going?
I am going to ______.
Where is (he, she) going?
(He, She) is going to ________.
What are you doing?
I am ______ing.

Teach:

Patterns:

Is (he, she) going to ________?
Yes, (he, she) is.
No, (he, she) is not.

Vocabulary:

Review:
lunchroom
outside
classroom
office
school
bed
eat
home

Sounds:

Continue working on all previous sounds.

Suggested Activities:

A. The family is in the house.
Father to Big Brother: What are you doing?
Jim: I am reading.
Mother to Little Sister: What are you doing?
Laura: I am writing.
Ella to Laura: What are you going to do?
Laura: I am going to run.
Ella: I am going to run, too.
Laura: What is she going to do?
Bobby: She is going to run.
Jim starts to go to the door.
Mother: Where are you going?
Jim: I am going to school.
Laura starts to go.
Mother: Where are you going?
Laura: I am going outside.
Mother to Ella and Bobby: What are you going to do?
Bobby and Ella: We are going to play.
Repeat dialogue until most of the vocabulary which has been presented has been used in the dialogue.

B. Teacher: Is she going to run?
Class: Repeat 8 times.
Teacher: Yes, she is.
Class: Repeat 8 times.
Teacher: No, she is not. She is going to walk.
Class: Repeat 8 times.
Teacher to 1st pupil in circle: What are you going to do?
Pupil: I am going to skip.
½ Class: Is she going to run?
½ Class: No, she is not. She is going to walk.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

C. Repeat Procedure B for he.
Teacher asks next pupil in circle.
Repeat procedure until each pupil has responded.

LESSON 92

Review:

Who is (he, she)?
(He, She) is (name)___.

Teach:

Patterns:

I am making a chair.
I am making a table.
I am making a basket.
I am making a horse.
I am making a cowboy.

Vocabulary:

The words need to identify objects constructed from clay.

Sounds:

making - ng

Comprehension:

Vocabulary used in identifying objects made.

Suggested Procedures:

A. Dramatize family situation. The family is sitting in the room. There is a knock at the door and Father says:
Come in.
Visitor: Good afternoon.
Father: Good afternoon.
Visitor: Good afternoon.
Mother: Good afternoon.
Big Brother: This is (name)___. (as he introduces the boy).
Visitor to Little Brother: What is your name?
Little Brother: My name is ________. Where do you live?
Visitor: I live at _______.
Big Sister: Hello.
Visitor: My name is ______. What is your name?
Big Sister: My name is _____.
Little Sister: Hello. My name is ________.
Visitor: Hello, (name)___.
Mother: Where are you going?
Big Brother and Visitor: We are going out to play.

B. Teacher: I am making a chair. (demonstrates).
Class: Repeat 8 times. Each pupil repeat pattern. Give each pupil some clay.

C. Teacher: I am making a ______. (make something).
Each pupil in the class tells what he or she is making.

Materials:

A. Models of things made from clay.
Enough clay for each pupil.

LESSON 93

Review:

Who is (he, she)?
(She, He) is a (doctor, nurse, policeman, fireman).
Is (he, she) a ________?
No, (he, she) is not.
(He, She) is a ________.
Where is (he, she)?

Teach:

Patterns:

I am making a ________.
Use blocks for house, bridge, car, etc.
What are you making?

Vocabulary:

making
house
bridge
car
corral

Sounds:

house - h
bridge - dj
making - ng

Comprehension:

house
bridge
car
corral

Suggested Procedures:

A. Using community helpers display:
One pupil goes to the display:
Who is (he, she)? Chooses someone to answer.
Pupil Chosen: (He, She) is a ________.
1st Pupil: Where is (he, she)?
2nd Pupil: (He, She) is at the ________.
Then the pupil chosen asks about someone on the display and chooses a pupil to answer.
Continue until all have participated.

B. Teacher: What are you making?
Class: Repeat 8 times.
Teacher: I am making a house.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: What are you making?
$\frac{1}{2}$ Class: I am making a house.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

C. Each pupil goes to the blocks:
Class: What are you making?
Pupil: I am making a house.
Repeat for each pupil.

D. Repeat procedure C for bridge, car, corral, etc. Reinforce learning of this vocabulary with pictures.

LESSON 94

Review:

What is this?
That is a (school item).
What are you going to do?
I am going to __________.
What are you doing?
I am _______ing.

Teach:

Patterns:

I am making a (hat, windmill, cup, etc.) (objects from paper).

Vocabulary:

hat
windmill
airplane

Sounds:

going - ng
windmill - w

Comprehension Patterns:

Make something from paper.

Materials:

Paper

Suggested Procedures:

A. Have pupils at their desks. Each pupil has a school item on the desk.
1st Pupil: What is this?
2nd Pupil: That is a pencil. What are you going to do?
1st Pupil: I am going to write (performs).
2nd Pupil: What are you doing?
1st Pupil: I am writing.
2nd Pupil to 3rd Pupil: What is this?
Repeat procedure until all the pupils have responded.

B. 1st Pupil: What are you making?
2nd Pupil: I am making a _____. (house, car, etc. out of blocks; Cow, horse, cowboy, corral, etc. out of clay). What are you making?
3rd Pupil: I am making a _____. As he pretends to make something. Continue until all have participated.

C. Teacher: I am making an airplane. (demonstrate).
Class: Repeat 8 times.
$\frac{1}{2}$ Class: What are you making?
$\frac{1}{2}$ Class: I am making an airplane.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Teacher: I am making a hat. (demonstrate).
Class: Repeat 8 times.
Teacher: I am making a windmill. (demonstrate)
Class: Repeat 8 times.

D. Hand each pupil a piece of paper.
1st Pupil to 2nd Pupil: What are you making?
2nd Pupil: I am making a _____. What are you making? (to 3rd pupil)
3rd Pupil: I am making a _____.
Continue until all have responded. Collect objects made from paper and display.

LESSON 95

Review:

What is this?
That is a (item of clothing).
What are you going to do?
I am going to ________.
What is (he, she) doing?
(He, She) is ________.
What are you making?

Teach:

Patterns:

Can you make a ________?
Yes, I can.
No, I cannot.

Vocabulary:

make
can
cannot

Sounds:

make - initial m

Materials:

Place on each desk - paper, crayons and scissors or clay, or blocks.

Suggested Procedures:

A. The teacher hands a picture of clothing to each pupil as he stands to recite.
1st Pupil: What is this? Chooses someone to answer.
Pupil Chosen: That is a (item of clothing). What is this? Chooses a pupil to answer. Continue exercise until each pupil has recited.

B. 1st Pupil in circle: What are you going to do?
2nd Pupil: I am going to (cut, draw, color, write). Demonstrates.
1st Pupil: What is (he, she) doing?
Class: (He, She) is ________ing.
2nd Pupil to 3rd Pupil: What are you going to do?
3rd Pupil: I am going to (cut, draw, color, write). Demonstrates.
2nd Pupil: What is (he, she) doing?
Class: (He, She) is ________ing.
Continue exercise until each pupil has participated.

C. Teacher: Can you make a house * with blocks?
Class: Repeat 8 times.
Teacher: Yes, I can.
Class: Repeat 8 times.
½ Class: Can you make a house *with blocks?
½ Class: Yes, I can.
Repeat 8 times. Change pattern for each side.

D. Class goes to table or desks. Have at each desk: paper, crayons, and scissors, or clay, or blocks.
Each pupil ask his neighbor: Can you make a ________?
Neighbor: Yes, I can, or, No, I cannot. Teacher walks around the room and asks each pupil: What are you making?

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* -- The prepositional phrase may be used with the faster group. It is not essential that the children learn it now, but useful.

LESSON 96

Review:

Where is the (school item)? (toy)?
Here it is.
What are you making?
I am making a ______.
Can you make a ______.
Yes, I can.
No, I cannot.

Teach:

Patterns:

Can you help me?
Please help me.

Vocabulary:

help

Sounds:

help - final p.

Suggested Procedures:

A. One pupil comes to the front of the room.
Pupil: Close your eyes. Class obeys. Pupil hides an object: Open your eyes. Where is the ______? Call on someone to look for it.
Pupil chosen: Here it is. Close your eyes. Open your eyes. Where is the ______? Continue until all pupils have participated.

B. Teacher: Can you help me? (illustrate).
Class: Repeat 8 times.
Teacher: Yes, I can.
Class: Repeat 8 times.
½ Class: Can you help me?
½ Class: Yes, I can.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Teacher: Please help me make a ______.
Class: Repeat 8 times.

C. Each pupil to teacher: Please help me make a ______. (anything of pupil's choice.)

D. Each pupil goes to his desk or place at the table where paper, crayons and scissors, clay or blocks have been placed.
1st Pupil: What are you making?
2nd Pupil: I am making a ______.
1st Pupil: Can you help me?
2nd Pupil: No, I cannot. Can you help me?
1st Pupil: Yes, I can.
2nd Pupil: Please help me.
Repeat procedure in twos. Continue until all have participated.

LESSON 97

Review:

What are you making?
I am making a ________.
Can you make a ________?
Yes, I can.
No, I cannot.
Can you help me?
Please help me make a ______.

Teach:

Patterns:

What is (he, she) making?
(He, She) is making a ______.

Sounds:

making - ng
a - be sure this word is not omitted.

Suggested Procedures:

A. Teacher: What is he making?
Class: Repeat 8 times.
Teacher: What is she making?
Class: Repeat 8 times.
Teacher: He is making a cowboy.
Class: Repeat 8 times.
Teacher: She is making a table.
Class: Repeat 8 times.
Illustrate with pictures.
½ Class: What is he making?
½ Class: He is making a cowboy.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
½ Class: What is she making?
½ Class: She is making a table.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

B. Pupils go to their desks and begin to make something.
1st Pupil: What are you making?
2nd Pupil: I am making a _____.
Can you make a ______?
3rd Pupil: No, I cannot. Can you help me?
2nd Pupil: Yes, I can.
3rd Pupil to 4th Pupil: Please help me. What are you making?
4th Pupil: I am making a ______.
Can you help me?
3rd Pupil: Yes, I can.
Continue until each pupil has recited.

C. Teacher: What is (he, she) making?
Class: (He, She) is making a ____.

Enrichment Activities:

A. Save the things made to use in another lesson. Display.

LESSON 98

Review:

What are you making?
I am making a ________.

Teach:

Patterns:

Are you making a ______?
Yes, I am.
No, I am not.
I am making a ______.

Vocabulary:

are

Sounds:

Review previous lessons.

Suggested Procedures:

A. Each pupil ask his neighbor: What are you making?
Neighbor: I am making a ____.
Continue until each pupil has responded.

B. Teacher: Are you making a cowboy?
Class: Repeat 8 times.
Teacher: Yes, I am.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Are you making a cowboy?
$\frac{1}{2}$ Class: Yes, I am.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

C. Teacher: Are you making an airplane?
Class: Repeat 8 times.
Teacher: No, I am not.
Class: Repeat 8 times.
Teacher: I am making a hat.
Class: Repeat 8 times.
Teacher: No, I am not. I am making a hat.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Are you making an airplane?
$\frac{1}{2}$ Class: No, I am not. I am making a hat.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

D. Pupils pretend to be making something. Each pupil ask his neighbor: Are you making a ______?
Neighbor: Yes, I am; or, No, I an not.
Continue until all have participated.

LESSON 99

Review:

What is (he, she) making?
(He, She) is making a ______.
Are you making a ______?
Yes, I am.
No, I am not.
I am making a _______.

Teach:

Patterns:

Is (he, she) making a ______?
Yes, (he, she) is.
No, (he, she) is not.
(He, She) is making a _______.

Vocabulary:

Review vocabulary used for the articles made.

Sounds:

Review previous sounds.

Suggested Procedures:

A. Each pupil stands and tells what he or she is making.

B. 1st Pupil: What is (he, she) making? (as he points to a pupil).
Class: (He, She) is making a ____.
Pupil asked about, asks the question. Continue until all have participated.

C. Each pupil pretends to make something. Are you making a _______?
Neighbor: Yes, I am; or, No, I am not. I am making a _______.
Continue until all have recited.

D. Teacher: Is he making a ______?
Class: Repeat 8 times.
Teacher: Yes, he is.
Class: Repeat 8 times.
½ Class: Is he making a ______?
½ Class: Yes, He is.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Teacher: Is she making a _____?
Class: Repeat 8 times.
Teacher: No, she is not.
Class: Repeat 8 times.
Teacher: She is making a ______.
Class: Repeat 8 times.
Teacher: No, she is not. She is making a ________.
Class: Repeat 8 times.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
A pupil is chosen. The pupil asks: Is (he, she) making a ____. (as pupil points someone out).
Class: Yes, (he, she) is; or, No, (he she) is not. (He, She) is making a ________.
Continue until all have responded.

LESSON 100

Review:

What are you making?
I am making a _______.
Can you help me?
Please help me.
Yes, I can.
No, I cannot.
What is (he, she) making?
(He, She) is making a _______.
Is (he, she) making a _______.
Yes, (he, she) is.
No, (he, she) is not.
(He, She) is making a ________.
Are you making a ________?
No, I am not.
Yes, I am.
I am making a _______.

Teach:

Vocabulary:

Review vocabulary presented in this unit.

Sounds:

Re-enforce ing, final p, initial m, by repeating words which have these sounds and with which the children are familiar.

Suggested Procedures:

A. Have each pupil pretend he is making something:
1st Pupil to neighbor in circle:
What are you making?
2nd Pupil: I am making a ____.
What are you making?
Continue until all have responded.

B. Each pupil tell his neighbor:
I am making a ________.
Can you help me?
2nd Pupil: Yes, I can; or,
No, I cannot. I am making a _______. Can you help me? to 3rd pupil.
3rd Pupil: Yes, I can; or, No, I cannot, etc.
Continue until all have recited.

C. Teacher: (trying to pick up a desk): Please help me.
Class: Repeat four or five times. Each pupil attempt to do something, and ask for help. He chooses someone to help who then repeats the pattern. Repeat for each pupil.

D. Using teacher collected pictures and opaque projector:
$\frac{1}{2}$ Class: What is (he, she) making? (refer to picture).
$\frac{1}{2}$ Class: (He, She) is making cookies, a cake, candy, a house, a table, a dress etc.
Use seven or eight pictures.

E. Each pupil pretends to make something:
1st Pupil: Is (he, she) making a ________? Indicate which one he is talking about.
2nd Pupil: Yes, (he, she) is; or, No, (he, she) is not.
1st Pupil: Are you making a ________?
2nd Pupil: Yes, I am; or, No, I am not. I am making a ____.
What is (he, she) making? (addressing 3rd pupil)
Continue until all have responded.

LESSON 101

Review:

What are you making?
I am making a ________.
What is (he, she) making?
(He, She) is making a ________.

Teach:

Patterns:

What did you make?
I made a ________.

Vocabulary:

made
did

Sounds:

made - d
did - d

Suggested Procedures:

A. Each pupil ask the class:
What is (he, she) making?
Class: (He, She) is making a ________.
Repeat procedure, handing each pupil a picture to ask about as they come up to ask the question.

B. Each pupil asks his neighbor:
What are you making?
Neighbor: I am making ______, as he pretends. What are you making?

C. Teacher: What did you make?
Class: Repeat 8 times.
Teacher: I made a cowboy.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: What did you make?
$\frac{1}{2}$ Class: I made a ______.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

D. Each pupil ask his neighbor:
What did you make?
Neighbor: I made a _______.
Each pupil identifies and points out his object. Continue until all have recited.

LESSON 102

Review:

What did you make?
I made a ________.

Teach:

Patterns:

Did I make a ______?
No, you did not.
You made a ________.
Yes, you did.
Did you make a _______?
Yes, I did.
No, I did not.
I made a ________.

Vocabulary:

made

Sounds:

The word order must be listened to carefully and corrected immediately.

Suggested Procedures:

A. Each pupil ask his neighbor:
What did you make?
Neighbor: I made a ________.

B. Teacher: Did I make a ______?
Class: Repeat 8 times.
Teacher: No, you did not.
Class: Repeat 8 times.
Teacher: You made a ______.
Class: Repeat 8 times.
Teacher: No, you did not. You made a _______.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Did I make a ______?
$\frac{1}{2}$ Class: No, you did not. You made a ________.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Each pupil ask his neighbor:
Did you make a ________?
Neighbor: No, I did not. I made a ________; or, Yes, I did.

C. Teacher: Showing article she has made: Did I make a _______?
Class: Repeat 8 times.
Teacher: Yes, you did.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Did I make a _______?
$\frac{1}{2}$ Class: Yes, you did.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Teacher: Did I make a _______?
Class: Repeat 8 times.
Teacher: No, you did not. You made a ________.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Did I make a _______?
$\frac{1}{2}$ Class: No, you did not. You made a _______.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Each pupil ask his neighbor:
Did you make a ________?
Neighbor: No, I did not. I made a ______; or, Yes, I did.

LESSON 103

Review:

Did I make a ________?
Yes, you did.
No, you did not.
You made a ________.
Yes, I did.
No, I did not.
I made a ______.

Teach:

Patterns:

Did (he, she) make a ________?
Yes, (he, she) did.
No, (he, she) did not.
(He, She) made a ________.

Vocabulary:

made
make

Sounds:

did - final d
made - d

Suggested Procedures:

A. Each pupil goes to the display of articles made and asks someone of his choice: Did I make a ______? (as he displays object).
Pupil: Yes, you did; or No, You did not. You made a ________.
Pupil answering calls someone else to answer as he asks the question.
Continue until all have participated.

B. Each pupil ask his neighbor: Did you make a _________?
Neighbor: Yes, I did; or, No, I did not. I made a _________.
Continue until all have responded.

C. Teacher: Did he make a ________?
Class: Repeat 8 times.
Teacher: Yes, he did.
Class: Repeat 8 times.
½ Class: Did he make a ________?
½ Class: Yes, he did.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Teacher: Did she make a _______?
Class: Repeat 8 times.
Teacher: No, she did not. She made a ________.
Class: Repeat 8 times.
½ Class: Did she make a ________?
½ Class: No, she did not. She made a __________.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

D. Using pictures, have each pupil ask the questions and the class answer.

E. Have each pupil stand in front of another pupil and ask: Did (he, she) make a ________?
Class: Yes, (he, she) did; or, No, (he, she) did not. (He, She) made a _________.

LESSON 104

Review:

What did they make?
They made a ______.
Did (he, she) make a ______?
Yes, (he, she) did.
No, (he, she) did not.
(He, She) made a ______.

Teach:

Patterns:

Did you make a ______?
Yes, they did.
No, they did not.
They made a ______.
What did they make?

Vocabulary:

Continue drill on he and she, they make and made.

Sounds:

did - d
they - th
Be sure a is pronounced.

Suggested Procedure:

A. Group the objects which are the same together. Have each pupil stand where his object is.
Each pupil ask soneone of his or her choice: What did they make? (as they point).
Pupil Chosen: They made ______.

B. Each pupil sitting in the circle ask his neighbor: What did (he, she) make? (as he points to the pupil he is speaking of).
Neighbor: (He, She) is making a ______.
Continue until all have responded.

C. Teacher: Did they make a ______?
Class: Repeat 8 times.
Teacher: Yes, they did.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Did they make a ______?
$\frac{1}{2}$ Class: Yes, they did.
Repeat 8 times. Change patterns for each side. Repeat 8 times.
Teacher: No, they did not.
Class: Repeat 8 times.
Teacher: They made a ______.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Did they make a ______?
$\frac{1}{2}$ Class: No, they did not. They made a ______.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Pupils go back to their groups according to what they made.
One pupil is called. He chooses a pupil to answer.
Pupil: What did they make?
Pupil Chosen: They made a ______.
Continue until each pupil has responded.

D. Each pupil ask his neighbor:
Did I make a ______?
Neighbor: Yes, you did; or, No, you did not. I made a ______. You made a ______.

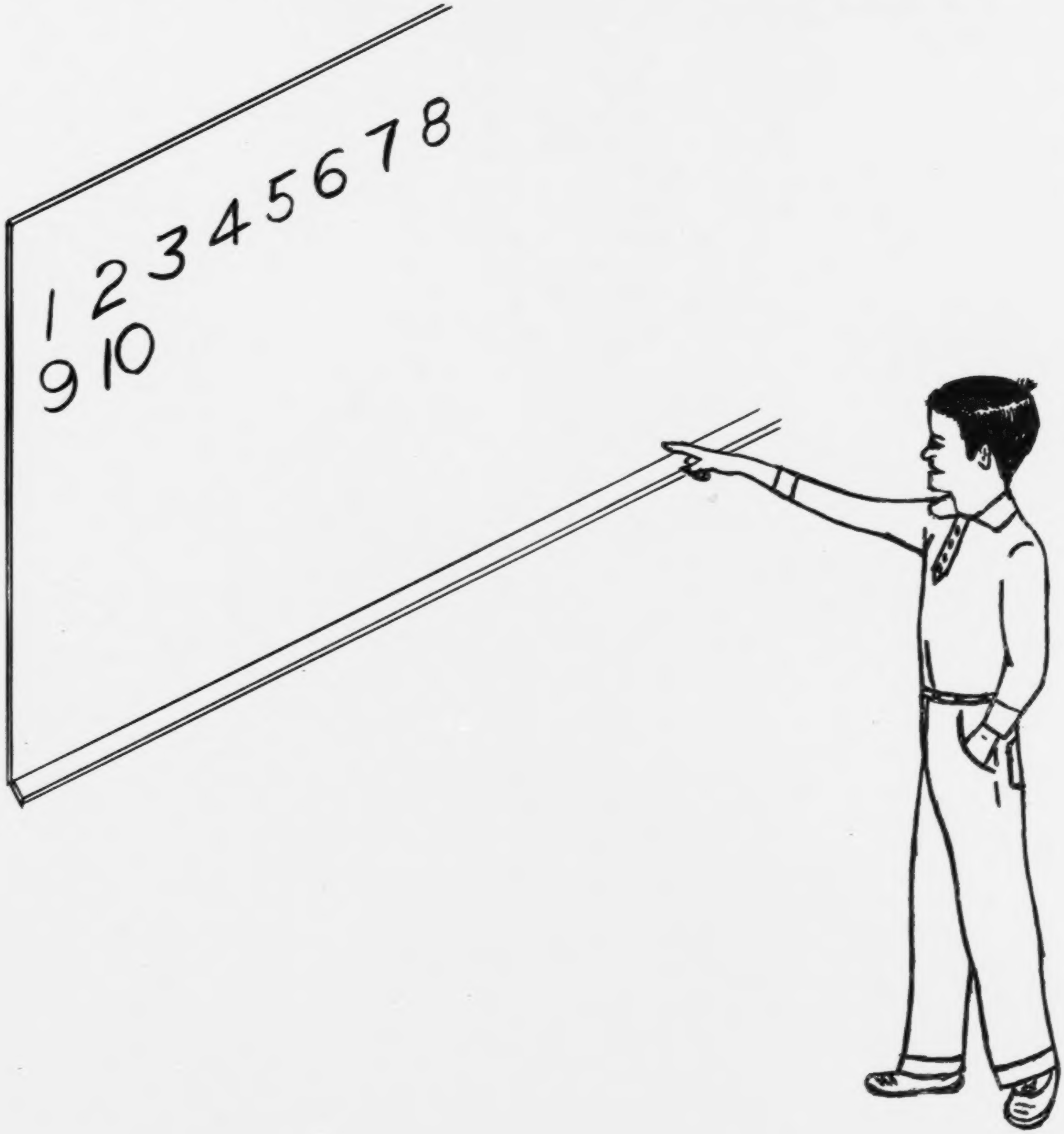
Suggested Procedures (continued):

Pupil: Did you make a ____?
Neighbor: Yes, I did; or,
No, I did not. I made a ___.
Pupil: (indicating a boy or a girl) Did (he, she) make a _______?
Neighbor: Yes, (he, she) did.
No, (he, she) did not. (He, She) made a ________.
Pupil (indicating a group or naming): Did they make a ____?
Neighbor: Yes, they did; or,
No, they did not. They made a ________.

Repeat procedure until all have participated.

UNIT XI

I CAN COUNT TO TEN


1 2 3 4 5 6 7 8
9 10

LESSON 105

Review:

What are you making?
I am making ________.

Teach:

Patterns:

How many are you making?
I am making (Number) .

Vocabulary:

Numbers one to ten.

Sounds:

two - initial t
three - initial th
(be sure it is pronounded correctly)
four - initial f
five - compare to driver
eight - final t

Comprehension Patterns:

Make (number) .
Count.

Suggested Procedures:

A. Each pupil is at his or her desk making something. Each pupil should have enough materials to produce a number of items.
Each pupil asks his neighbor:
What are you making?
Neighbor: I am making ______.
Continue until all have responded.
Class stops working.

B. Teacher: How many are you making?
Class: Repeat 8 times.
Teacher: I am making (1-10) .
(Repeat 10 times, using a different number each time).
½ Class: How many are you making?
½ Class: I am making (1-5) .
(Repeat 5 times. Change pattern for each side. Repeat 5 times beginning with 6.)

C. Each pupil ask his neighbor:
How many are you making?
Neighbor: I am making (number) .

LESSON 106

Review:

Where is the ________?
The ______ is in the ______.
What did you make?
I made ________.
How many do you have?
I have (number) .

Teach:

Patterns:

How many did you make?
I made (number) .

Vocabulary:

Continue working on number vocabulary.

Sounds:

Continue working to correct difficult sounds.

Comprehension Patterns:

Get some.
Get (number) .

Suggested Procedures:

A. Play hiding game.
1st Pupil: Close your eyes. (hides an object). Open your eyes. (chooses a pupil to answer).
Pupil Chosen: Here it is.
The ______ is (on, in) the ________.
Continue until all have participated.

B. Each pupil ask his neighbor:
How many did you make?
Neighbor: I made (number) .

C. Each pupil goes to the display and gets a number of like objects.
Class: How many do you have?
Pupil: I have (number) .
Pupil responding chooses someone.
Continue until all have participated.

D. Teacher: How many did you make?
Class: Repeat 8 times.
Teacher: (Showing group of objects made) I made (number) .
Class: Repeat 10 times changing the number each time.
½ Class: How many did you make?
½ Class: I made (1-5) .
Repeat 5 times. Change pattern for each side. Repeat 5 times beginning with 6).

E. Each pupil ask his neighbor:
How many did you make?
Neighbor: I made (number) .
Continue until all have responded.

LESSON 107

Review:

How many did you make?
I made (number).

Teach:

Patterns:

(He, She) made (number).
How many did (he, she) make?

Vocabulary:

Review difficult words.

Sounds:

made - d
Review all other sounds you feel need more drill

Comprehension Patterns:

made
did

Suggested Procedures:

A. Each pupil ask his neighbor:
How many did you make?
Neighbor: I made (number).

B. Teacher: How many did she make?
Class: Repeat 8 times.
Teacher: She made (1-10).
Class: Repeat 10 times.
½ Class: How many did she make?
½ Class: She made (1-5).
Repeat 5 times. Change pattern for each side. Repeat 5 times using numbers 6-10.

C. Teacher: How many did he make? (Teacher indicates boy).
Class: Repeat 8 times.
Teacher: She made (1-10).
Class: Repeat 10 times.
½ Class: How many did she make?
½ Class: She made (1-5).
Repeat 5 times. Change pattern for each side. Repeat 5 times using 6-10.

D. Three pupils stand up.
1st Pupil: How many did (he, she) make? (indicating 3rd pupil).
2nd Pupil: (He, She) made (number). How many did (he, she) make? (indicating 1st pupil).
3rd Pupil: (He, She) made (number). How many did (he, she) make? (indicating second pupil).
1st Pupil: (He, She) made (number).
Continue dialogue by threes until all have participated.

LESSON 108

Review:

How many did you make?
I made (number).
How many are you making?
I am making (number).
How many did (he, she) make?
(He, She) made (number).

Teach:

Patterns:

How many did I make?
I made (number).

Vocabulary:

did
made
numbers

Sounds:

made - d
did - i

Comprehension Patterns:

Make 1, 2, etc.

Suggested Procedures:

A. Have paper, scissors, crayons, and/or clay at each desk.
Each pupil proceeds to make something.
Each pupil ask his neighbor:
How many are you making?
Neighbor: I am making (number).
Continue until all have responded.

B. Put all materials away and form a circle.
Each pupil ask his neighbor:
How many did you make?
Neighbor: I made (number).
Continue around circle until all have responded.
Choose one pupil to be first.
Pupil: What did (he, she) make? (as he indicates a pupil).
Class: (He, She) made ______.
The pupil being asked about becomes the leader.
Continue until all have responded.

C. Teacher: How many did I make?
Class: Repeat 8 times.
Teacher: You made (1-10).
Class: Repeat 10 times.
$\frac{1}{2}$ Class: How many did I make?
$\frac{1}{2}$ Class: You made (1-5).
Repeat 5 times. Change pattern for each side. Repeat 5 times.

D. Each pupil ask someone of his choice:
How many did I make?
Pupil Chosen: You made _____.
Continue until all have responded.

LESSON 109

Review:

(He, She) made (number) .
How many did (he, she) make?
I made (number) .
How many did I make?
You made (number) .

Teach:

Patterns:

Can you make (number) ?
Yes, I can.
No, I cannot.
I can make (number) .

Vocabulary:

can

Sounds:

cannot - medial n

Suggested Procedures:

A. A pupil asks another:
How many did you make?
2nd Pupil: I made (number) .
1st Pupil to Class: How many did (he, she) make?
Class: (He, She) made (number).
2nd Pupil: Asks another.
Continue until all have responded.

B. Have each pupil stand and ask the class: How many did I make? (as he holds the objects he made).
Class: You made (number) .

C. Teacher: Can you make (1-10)?
Class: Repeat 10 times.
Teacher: Yes, I can.
Class: Repeat 8 times.
Teacher: I can make (1-5) .
Class: Repeat 8 times.
Teacher: Yes, I can.
I can make (number) .
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Can you make (1-10)?
$\frac{1}{2}$ Class: Yes, I can. I can make ________.
Repeat 5 times. Change pattern for each side and repeat 5 times using numbers 1-10.

D. Teacher: No, I cannot.
Class: Repeat 8 times.
Teacher: I can make (number) .
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Can you make 10?
$\frac{1}{2}$ Class: No, I cannot.
Repeat 8 times. Change the number and pattern for each side. Repeat 8 times.

E. Each pupil asks his neighor:
Can you make (number) ?
Neighbor: Yes, I can. I can make (number) .
Neighbor: No, I cannot. I can make (number) .

LESSON 110

Review:

What is this?
That is _______.
What did you make?
I made ________.

Teach:

Patterns:

I have (number).
How many do you have?

Vocabulary:

Numbers one through ten

Sounds:

many - m

Comprehension Patterns:

This is one.
These are two, etc.

Suggested Procedures:

A. Each pupil ask his neighbor:
What did you make?
Neighbor: I made a ______.

B. Count to 10. Show number of articles.

C. Each pupil chooses an article from display of articles already discussed.
1st Pupil: What is this?
Class: That is _______.
1st pupil chooses another.
Continue until all have responded.

D. Teacher: How many do you have?
Class: Repeat 5 times.
Teacher: I have one (as she demonstrates).
Class: Repeat 8 times.
Teacher: I have two.
Class: Repeat 8 times.
Continue until all numbers have been used and drilled upon.
$\frac{1}{2}$ Class: How many do you have?
$\frac{1}{2}$ Class: I have (number).
Repeat 8 times. Change pattern for each side. Repeat 8 times.

E. Each pupil gets a number of objects from the display.
Pupil: How many do you have?
Neighbor: I have (number).

Enrichment Activities:

A. Each pupil constructs more objects from clay or paper.

LESSON 111

Review:

Can you make _(number)_.?
Yes, I can.
No, I cannot.
I can make _(number)_.
How many do you have?
I have _(number)_.

Teach:

Patterns:

He has _(1-5)_ .
How many does he have?

Vocabulary:

does
has

Sounds:

has - final s
does - s sound
Do not allow omission of any word

Comprehension Patterns:

Can you count them?

Suggested Procedures:

A. Each pupil asks his neighbor:
Can you make _(number)_?
Neighbor: Yes, I can; or
No, I cannot. I can make _____.
Continue until all have responded.

B. Hand each pupil something such as toy animals, pencils or other school supplies, other toys, or counters.
Each pupil asks someone of his choice: How many do you have?
Pupil: I have _(number)_.
Continue until all have responded.

C. Teacher: How many does he have?
Class: Repeat 8 times.
Teacher: He has _(1-10)_.
Class: Repeat 10 times. (illustrate with objects).
½ Class: How many does he have?
½ Class: He has _(1-10)_.
Repeat 5 times. Change pattern for each side. Repeat 5 times using numbers 6-10.

D. Repeat procedure C for:
How many does she have?
She has _(1-10)_.

E. 1st Pupil: How many does (he, she) have? (the pupil indicates about whom he is speaking).
2nd Pupil: (He, She) has _(number)_.
How many does (he, she) have?
Continue until all have participated.

F. Re-enforcement by using boy and girl dolls holding objects and pictures.

LESSON 112

Review:

How many do you have?
I have (number) .
How many does (he, she) have?
(He, She) has (number) ?

Teach:

Patterns:

How many do they have?
They have (number) .
We have (number) .

Vocabulary:

they
we

Sounds:

they - th

Comprehension Patterns:

Count

Suggested Procedures:

A. Each pupil ask his neighbor: How many do you have? Neighbor: I have (number) . Continue until all have responded.

B. Each pupil stand in front of someone of his choice and ask: How many does (he, she) have? Class: (He, She) has (number). Pupil being asked about becomes the one who asks.

C. Teacher: How many do you have?
Class: Repeat 8 times.
Teacher: They have (1-10) .
Class: Repeat 10 times.
½ Class: How many do they have?
½ Class: They have (number) .
Repeat 5 times. Change pattern for each side. Repeat 5 times.
Four or five pupils stand up at a time.
½ Class: How many do they have?
½ Class: They have (number).
The four or five pupils choose four or five others, and the procedure is continued.

D. Teacher: We have (1-10) .
Class: Repeat 10 times.
½ Class: How many do you have?
½ Class: We have (number) .
Repeat 5 times. Change pattern for each side. Repeat 5 times.
Three or four pupils stand:
Class: How many do you have?
Pupils Standing: We have (number) .
Continue until all have participated.

LESSON 113

Review:

How many do you have?
I have (number).
We have (number).
How many do they have?
They have (number).

Teach:

Patterns:

You have (number).
How many do I have?
Do you have (number).

Vocabulary:

Number words

Sounds:

do - d
Have - v

Comprehension Patterns:

Those are mine.

Suggested Procedures:

A. Two boys are playing marbles.
Dick: How many marbles do you have?
Robert: I have (number).
Jim: How many do they have?
Bob: They have (number).
Bob and Jim: We have (number).
Change characters and continue until all the boys have participated. Change the dialogue for girls using dolls.

B. Teacher: How many do you have?
Class: Repeat 8 times.
Teacher: You have (1-10).
Class: Repeat 10 times.
½ Class: How many do I have?
½ Class: You have (1-10).
Repeat 5 times. Change pattern for each side. Repeat 5 times beginning with 6.
Each pupil asks his neighbor:
How many do I have?
Neighbor: You have (number).
Continue until all have responded.

C. Dialogue:
Dick: How many marbles do you have?
Robert: I have (number) marbles.
How many do you have?
Dick: I have (number).
Jim: How many do they have?
Bob: We have (number).
Robert and Dick take one or two marbles when Bob and Jim are not looking.
Dick (innocently): How many do I have?
Jim: You have (number).
Dick: No, I do not. I have (number).
Jim: Those are mine.
Dick: Here. I was teasing.

Suggested Procedures (Continued)

D. Teacher: Do you have (number)?
Class: Repeat 8 times.
Teacher: I have (1-10).
Class: Repeat 10 times.
½ Class: Do you have (number)?
½ Class: Yes, I have (number).
Repeat 5 times. Change pattern for each side. Repeat 5 times beginning with 6.

E. Teacher: No, I have (number).
Class: Repeat 10 times.
½ Class: Do you have (1-10)?
½ Class: No, I have (1-10).
Repeat 5 times. Change pattern for each side. Repeat 5 times beginning with 6.
Each pupil ask his neighbor:
Do you have (number)?
Neighbor: Yes, I have (number).
No, I have (number).
Continue until all have responde

LESSON 114

Review:

Do you have (number) ?
How many does (he, she) have?
(He, She) has (number) .
How many do you have?
I have (number) .

Teach:

Patterns:

Does (he, she) have (number) ?
Yes, he does.
No, (he, she) does not.

Vocabulary:

does

Sounds:

does - final s

Suggested Procedures:

A. Repeat dialogue from Lesson 112.

B. Four pupils form a group playing dolls or marbles:
1st Pupil: Do you have (number) ?
2nd Pupil: Yes, I have (number) .
How many does (he, she) have?
3rd Pupil: (He, She) has (number) .
How many do I have?
4th Pupil: You have (number) .
Continue until all have participated.

C. Game:
Leader: How many do I have?
Can you guess?
The leader calls one pupil at a time to ask: Do you have (number)? until someone guesses. He then becomes the leader.

D. Teacher: Does he have (1-10) ?
Class: Repeat 10 times.
Teacher: Yes, he does. He has (1-10) .
Class: Repeat 10 times.
Teacher: No, he does not. He has (corrected number).
Class: Repeat 10 times.
$\frac{1}{2}$ Class: Does she have (1-10) ?
$\frac{1}{2}$ Class: Yes, she does. She has (number) .
Repeat 5 times. Change pattern for each side. Repeat 5 times.
$\frac{1}{2}$ Class: Does he have (number) ?
$\frac{1}{2}$ Class: No, he does not. He has (number) .
Repeat 5 times. Change pattern for each side. Repeat 5 times.

E. Give each pupil a number of objects. 1st pupil stands in front of the pupil he is asking about: Does (he, she) have (number) ?
Pupil calls on someone to answer: Yes, (he, she) does; or No, (he, she) does not. (He, She) has (number) .
Continue until all have participated.

UNIT XII
MY COLORS

ACK
BLUE
RPLE
RED
NGE
LLOW
REEN
OWN
8
JUMBO
CRAYOLAS
BINNY & SMITH
NON
TOXIC
NEW YORK
N.Y.
8 BRILLIANT
COLORS

LESSON 115

Review:

Does (he, she) have (1-10) ?
Yes, (he, she) has (number) .
How many do I have?
Do you have (number) ?
Yes, I do.
No, I do not.

Teach:

Patterns:

Look at the ________.
See the ________.

Vocabulary:

at

Sounds:

at - listen for omission of words and sounds. Correct immediately.

Suggested Procedures:

A. Game:
Leader: How many do I have? Can you guess? Chooses pupils to answer.
Pupil: Do you have (number) ?
Leader: Yes, I have (number) ; or, No, I do not have (number) .
Continue until all have participated.

B. Teacher: Look at the picture.
Class: Repeat 8 times.
Teacher (talking about a picture): See the ________?
Class: Repeat 8 times.
Each pupil repeats the two statements.

C. One pupil is chosen as the teacher:
Teacher: Look at the picture: See the (object) ? Does (he, she) have (number) ? Chooses someone to answer.
Pupil: Yes, (he, she) does; or, No, (he, she) does not. (He, She) has (number) .
The pupil who answers becomes the teacher.
Continue until all have participated.

LESSON 116

Review:

Does (he, she) have (number) ?
Yes, (he, she) has (number) .
No, (he, she) does not.
(He, She) has (number) .
Look at the ________.
See the ________.

Teach:

Patterns:

What color is the ________.
What color is this ________.
What color is that ________.
The ________ is (color) .
It is (color) .
(This, That) is (color) .

Vocabulary:

red
green
blue
yellow
orange
purple
black
brown
color

Sounds:

red - final d
green - final n
orange - n

Suggested Procedures:

A. Each pupil asks about someone of his choice: Does (he, she) have (number) ?
Pupil chooses someone to answer: Yes, (he, she) has (number) ; or, No, (he, she) has (correct number) .
The pupil chosen to answer asks about someone else.
Continue until all have responded.

B. One pupil at a time holds up a picture.
He speaks to the class: Look at the picture. See the ____.
Continue until all have responded.

C. Teacher: What color is the carrot?
Class: Repeat 8 times.
Teacher: The carrot is orange. (show a carrot - real or plastic).
Class: Repeat 8 times.
½ Class: (Using a tomato): What is the tomato?
½ Class: The tomato is red. Repeat 8 times. Change pattern for each side. Repeat 8 times.

D. Display some vegetables: lettuce, celery, potatoes; also some fruit: apple, orange and banana.
Teacher: This is a head of lettuce. What is this?
Class: That is a head of lettuce.
Teacher: What color is the lettuce?
Class: The lettuce is green.
Continue procedures until each vegetable and fruit display has been identified.

E. Teacher: This is a banana. What color is it?
Class: It is yellow.
Repeat 4 or 5 times. Continue until each fruit has been discussed.

Suggested Procedures (Continued):

F. If real vegetables are used, cut them up and give each pupil a taste of something.
This is a piece of tomato.
It is red.
It is good.
I am going to eat it.

G. If plastic fruits and vegetables are used, have each pupil come to the front and hold up an article:
This is a carrot.
It is orange.
I eat carrots.

Enrichment Activities:

A. Read stories about foods.

B. Draw pictures for a book about foods.

Materials:

A. Real fruits and vegetables or plastic reproductions of them.

Teacher's Note:

This is only an outline. The Teacher must use her judgment in selecting the vocabulary associated with foods which she feels is most useful at this time.

LESSON 117

Review:

Look at the ________.
See the ________.
What color is (this, that, it)?
(This, That, It) is (color).
Is it (color)?
Yes, it is.
No, it is not.
Is it a (color) (fruit, vegetable)?

Patterns:

I see something.
Guess what it is.

Vocabulary:

Review food vocabulary.
something

Sounds:

something - final ng

Comprehension Patterns:

It is your turn.

Suggested Procedures:

A. Collect 4 or 5 pictures which clearly show various fruits and vegetables.
1st Pupil: Look at the picture. See the celery. What color is it?
Class: It is green.
Continue until all have participated.

B. Teacher: I see something.
Class: Repeat 8 times.
Teacher: Guess what it is.
Class: Repeat 8 times.
Each pupil repeat the two sentences.

C. Teacher: Look at the (wall, board, table, desk).
Class: Repeat, and perform each action 4 or 5 times for each word.
Teacher: I see something.
Class: Repeat 4 or 5 times.
Teacher: What color is it?
Class: Repeat 4 or 5 times.
Teacher: It is red.
Class: Repeat 4 or 5 times.
Teacher: Guess what it is.
Class: Repeat 4 or 5 times.
Teacher: Is it a tomato?
Class: Repeat 4 or 5 times.
Teacher: Yes, it is a tomato.
Class: Repeat 4 or 5 times.
Teacher: No, it is not a tomato.
Class: Repeat 4 or 5 times.

D. Teacher: Look at the table. I see something.
Class: What color is it?
Teacher: It is green. Guess what it is.
The pupils hold up their hands. Teacher calls on someone to guess.
Pupil: Is it ________?
Teacher: Yes, it is; or, No, it is not.
Continue until it is guessed.
The pupil responding correctly becomes the teacher.
Continue until all have participated.

UNIT XIII

LET'S COME AND GO

7 TO 11
STORE

LESSON 118

Review:

Look at the (wall, board, window, table or desk).
I see something.
What color is it?
It is (color).
Guess what it is.
Yes, it is a (color) ______.

Teach:

Patterns:

Bring it here.

Vocabulary:

bring

Sounds:

bring - br
bring - ng

Suggested Procedures:

A. Dialogue:
Leader: Look at the ________.
I see something.
Class: What color is it?
Leader: It is (color). Guess what it is. Chooses someone to answer.
Pupil: Is it (a, the) (color) ________.
Leader: Yes, it is (a, the) ________; or, No, it is not (a, the) (color) ________.
Continue until a pupil guesses, then he becomes the leader. Continue dialogue until each pupil has recited.

B. Display fruits and vegetables - plastic or pictures:
Teacher: Bring it here.
Class: Repeat 8 times.
Teacher: This is an apple.
It is red.
1st Pupil in circle: Bring it here.
Teacher takes the apple to the pupil and gives it to him.
The pupil then selects something else for the display.
Pupil: This is a banana. It is yellow.
2nd Pupil: Bring it here.
Continue until all have responded.

LESSON 119

Review:

This is a _______.
It is (color).
Bring it here.
Here it is.
Thank you.
You are welcome.

Teach:

Patterns:

Come here.
Come to the desk.
Go to the ________.

Vocabulary:

go

Sounds:

go - initial g

Suggested Procedures:

A. The teacher asks one pupil to be the teacher who chooses a pupil.
Pupil: This is a _______.
It is (color).
Teacher: Bring it here.
Pupil: Here it is.
Teacher: Thank you.
Pupil: You are welcome.
Those reciting choose two more to take their place.

B. Teacher: Come here.
Class: Repeat 8 times.
Four or five pupils repeat at a time. After they have finished repeating, the entire class repeats one time, then the next 4 or 5 repeat. Continue until all have responded in group, and then with the class.

C. Each pupil repeats: Come here.

D. Teacher: Come to the desk.
Class: Repeat 8 times.
4 or 5 pupils repeat.
Each pupil repeat.
(Other vocabulary may be used).

E. Teacher: Go to the table.
Class: Repeat 8 times. 4 or 5 pupils repeat. Class repeats. Then 4 or 5 more repeat. Continue until all have repeated in groups.

F. Each pupil repeats: Go to the __________.
(Other vocabulary should also be used).

G. 1st Pupil: (standing by desk, table, window, etc.): Come here, (name). Come to the door. Go to the chair.
Pupil chosen performs action, then commands another pupil. Continue until all have participated.

LESSON 120

Review:

Come here.
Come to the desk.
Go to the ________.

Teach:

Patterns:

(He, She) is going to the ________.

Where is (he, she) going?

Vocabulary:

going

Sounds:

going - ng

Comprehension Patterns:

do something different.

Suggested Procedures:

A. 1st Pupil: Come here, (name) . Come to the ______. Go to the ______.
Pupil named performs; then commands another.

B. Teacher: (He, She) is going to the ________. (use picture to illustrate).
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Where is he going? (showing picture of boy).
$\frac{1}{2}$ Class: He is going to ______.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
$\frac{1}{2}$ Class (showing picture of girl): Where is she going?
$\frac{1}{2}$ Class: She is going to ______.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
As each pupil holds the picture, he asks his neighbor: Where is (he, she) going?
Pupil: (He, She) is going to the ____________.

C. A pupil is chosen as leader.
Leader: Come here, (name) .
Come to the window.
$\frac{1}{2}$ Class: Where is (he, she) going?
$\frac{1}{2}$ Class: (He, She) is going to the window.
Leader: Go to the desk.
$\frac{1}{2}$ Class: Where is (he, she) going?
$\frac{1}{2}$ Class: (he, She) is going to the desk.
Continue until all have responded.

LESSON 121

Review:

Come here.
Come to the desk.
Go to the ______.
(He, She) is going to the ______.
Where is (he, she) going?

Teach:

Patterns:

I am going to the ______.
Where are you going?

Vocabulary:

Include vocabulary of places the pupils go.

Sounds:

going - review ng
am - final m

Suggested Procedures:

A. Teacher: I am going to the window.
Class: Repeat 8 times.
Teacher: Where are you going?
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Where are you going?
$\frac{1}{2}$ Class: I am going to the door.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

B. A leader is chosen.
Leader: Come here, (name).
Come to the window.
$\frac{1}{2}$ Class: (He, She) is going to the window.
Leader: Go to the door.
Class: Where are you going?
Pupil: I am going to the door.
Continue until all have responded.

C. Use this pattern when the occasion arises. Allow each to tell the teacher or another pupil who questions him where he is going.
Examples:
I am going to my room.
I am going to the restroom.
I am going outside.
I am going to the bus.
I am going home.
I am going to town.

LESSON 122

Review:

Where is (he, she) going?
(He, She) is going to the ____.
Where are you going?
I am going to the ______.

Teach:

Patterns:

Where did he go?
He went to ________.

Vocabulary:

did
went

Sounds:

did - d
went - final t

Comprehension Patterns:

already

Suggested Procedures:

A. Each pupil ask his neighbor:
Where are you going?
Pupil: I am going ________.
1st Pupil: Where is (he, she) going?
Class: (He, She) is going to the ________.
Continue until all have performed, and recited.

B. Teacher: Where did he go?
Class: Repeat 8 times.
Teacher: He went to the _____.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Where did she go?
$\frac{1}{2}$ Class: She went to the ____.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Each pupil ask the class about someone of his choice:
Where did (he, she) go?
Class: (He, She) went to the ______.
Continue until each pupil has responded.

C. Repeat procedure A and include:
$\frac{1}{2}$ Class: Where did (he, she) go?
$\frac{1}{2}$ Class: (He, She) went to the ________.

D. Discussion:
Where did (he, she) go?
Where did you go? etc.
Allow each child to tell where he goes.

LESSON 123

Review:

Come here.
Go to the desk.
Come to the table.
Where is (he, she) going?
I am going to the ______.
Where is (he, she) going?
Where did (he, she) go?
(He, She) went to the ______.

Teach:

Patterns:

I went to the ______.
Where did you go?
(He, She) is coming to the _____.

Vocabulary:

went
coming

Sounds:

write - wr
write - t

Suggested Procedures:

A. Teacher: Come here, John.
Teacher: He is coming to the door.
Class: Repeat 8 times.
½ Class: Come here, ______.
½ Class: He is coming to the ______.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Allow one pupil to stand by the door, window, table, desk.
Pupil Standing: Come here, ______.
Pupil: (He, She) is coming to the ________.
Continue until all have participated. Allow one pupil acting to become the leader.

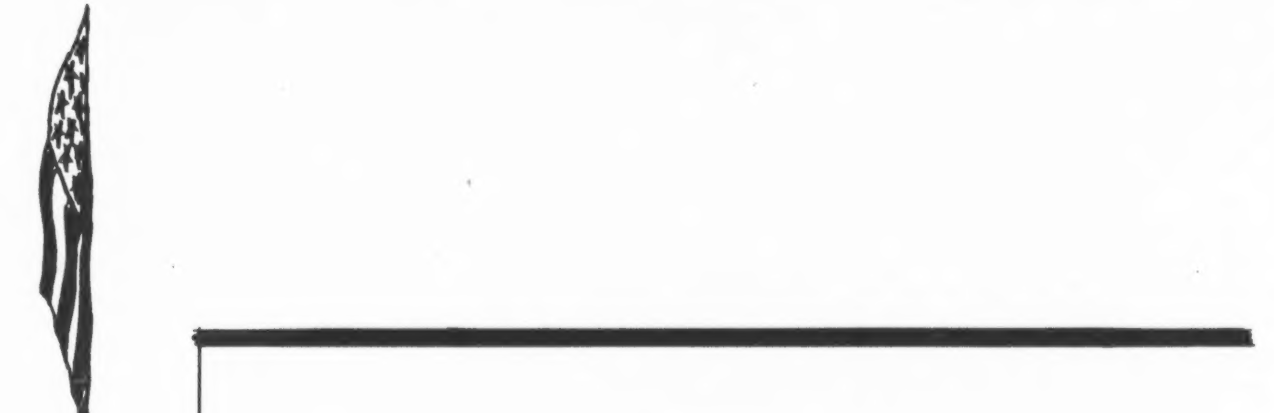
B. Teacher: Where did you go?
Class: Repeat 8 times.
Teacher: I went to the window.
½ Class: Where did you go?
½ Class: I went to the window.
Repeat 8 times. Change patterns for each side. Repeat 8 times.

C. Each pupil ask his neighbor:
Where did you go?
Neighbor responds: I went to the _______.
Continue until all have responded.

D. A leader is chosen:
Leader chooses a pupil by saying: Come here, (name).
Come to the door.
Class: (he, She) is going to the door.
Leader to Pupil: Go to the table.
½ Class: Where is (he, she) going?
Pupil: I am going to the table.
Class: Where did (he, she) go?
Leader: (He, She) went to the table. Where did you go?
Class: I went to the table.

UNIT XIV

TELL ME WHAT TO DO



LESSON 124

Review:

Come here.
Go to the ________.
Come to the ______.
Where is (he, she) going?
(He, She) is going to the _____.
Where are you going?
I am going to the ______.
I went to the ________.
Where did you go?
(He, She) is coming to the _____.

Teach:

Patterns:

Can you write your name?
Yes, I can.
No, I cannot.
Write your name.

Vocabulary:

Sounds:

write - wr
write - final t

Suggested Procedures:

A. Do Procedure C - Lesson 122.

B. Teacher: Can you write your name?
Class: Repeat 8 times.
Class: Can you write your name?
Teacher: Yes, I can. (she demonstrates).
Class: Repeat 8 times.
Teacher: No, I cannot (demonstrates).
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Can you write your name?
$\frac{1}{2}$ Class: Yes, I can.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
$\frac{1}{2}$ Class: Can you write your name?
$\frac{1}{2}$ Class: No, I cannot.
Repeat 8 times. Change patterns for each side. Repeat 8 times.

C. Children go to their desks:
1st Pupil: Can you write your name?
2nd Pupil. Yes, I can.
1st Pupil: Write your name.
2nd Pupil to 3rd Pupil: Can you write your name?
Continue until all pupils have responded and are writing their names.

LESSON 125

Review:

Can you write your name?
Yes, I can.
No, I cannot.
Write your name.

Teach:

Patterns:

Can you color your picture?
Yes, I can.
No, I cannot.
Color your picture.

Vocabulary:

picture

Sounds:
color - final r
your - final r
picture - ct

Enrichment Activities:

Use the pictures colored to review previous patterns. Have each individual tell something about his picture.

Suggested Procedures:

A. Each pupil ask his neighbor:
Can you write your name?
Neighbor: Yes, I can; or,
No, I cannot.
Continue until each pupil has responded.

B. Teacher: Can you color your picture?
Class: Repeat 8 times.
Teacher: Yes, I can.
Class: Repeat 4 or 5 times.
½ Class: Can you color your picture?
½ Class: Yes, I can.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

C. Teacher: Color your picture.
Class: Repeat 8 times.
4 or 5 pupils repeat after the teacher. The whole class then repeats after each group.

D. Two pupils are chosen.
1st Pupil: Can you color your picture?
2nd Pupil sitting at desk:
Yes, I can.
1st Pupil: Color your picture.
2nd Pupil: Can you color your picture?
1st Pupil sits at desk: Yes, I can.
2nd Pupil: Color your picture.
Continue until each pupil is coloring his or her picture.

E. Each pupil to his neighbor:
Can you write your name?
Neighbor: Yes, I can.
Pupil: Write your name.
Neighbor to next pupil: Can you write your name?
Continue until all have written their names.

LESSON 126

Review:

Can you write your name?
Can you color your picture?
Color your picture.
Write your name.
Yes, I can.
No, I cannot.

Teach:

Patterns:

Can you cut your paper?
Cut your paper.

Vocabulary:

Continue work on "your".

Sounds:

your - initial y
your - final r
paper - final r

Enrichment Activities:

Use pictures colored and cut for general use of known patterns.

Suggested Procedures:

A. A picture to color and a pencil should be on each pupil's desk.
1st Pupil to Neighbor: Can you color your picture?
Neighbor: Yes, I can.
1st Pupil: Color your picture.
Continue until each pupil is coloring.
Review: What are you doing?
I am coloring. We are coloring.

B. When the first pupil spoken to is finished, ask around the group from pupil to pupil.
1st Pupil: Can you write your name?
2nd Pupil: Yes, I can.
1st Pupil: Write your name.
Continue until all have responded.

C. Teacher: Can you cut your paper?
Class: Repeat 8 times.
Teacher: Yes, I can.
Class: Repeat 4 or 5 times.
$\frac{1}{2}$ Class: Can you cut your paper?
$\frac{1}{2}$ Class: Yes, I can.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Teacher: Cut your paper.
Class: Repeat 8 times.
4 or 5 Pupils: Cut your paper.
Repeat until all have responded in groups.
1st Pupil to Neighbor: Can you cut your paper?
Neighbor: Yes, I can.
1st Pupil: Cut your paper.
Continue until all have responded and are performing action.

D. Review: What did you do?
I cut my paper.

LESSON 127

Review:

Can you write your name?
Write your name.
Can you color your picture?
Color your picture.
Can you cut your paper?
Cut your paper.
Yes, I can.
No, I cannot.
Please help me.

Teach:

Patterns:

Can you wash your face?
Can you comb your hair?
Wash your face.
Comb your hair.

Vocabulary:

wash
face
comb
hair

Sounds:

can, comb - initial c
comb - final b

Suggested Procedures:

A. Each pupil has a picture of a child combing his hair and washing his face.
1st Pupil: Can you color your picture?
2nd Pupil: Yes, I can.
1st Pupil: Color your picture.
Continue until all have responded
Repeat procedure for: Can you cut your picture? Cut your paper. Can you write your name? Write your name.

B. Review:
What is he doing?
What is she doing?
(He, She) is combing (his, her) hair.
(He, She) is washing (his, her) face.

C. Teacher: Can you wash your face?
Class: Repeat 8 times.
Teacher: Yes, I can.
Class: Repeat 4 or 5 times.
½ Class: Can you wash your face?
½ Class: Yes, I can.
Repeat 8 times. Change patterns for each side. Repeat 8 times.
Each pupil ask his neighbor:
Can you wash your face?
Pupil: Yes, I can.
Neighbor: Wash your face.
Continue until all have recited.

D. Repeat Procedure C for:
Can you comb your hair? Comb your hair.

LESSON 128

Review:

Can you write your name?
Can you color your picture?
Can you cut your paper?
Can you wash your face?
Can you comb your hair?
Yes, I can.
No, I cannot.
Write your name.
Color your picture.
Cut your paper.
Wash your face.
Comb your hair.
Bring it here.
Here it is.

Teach:

Patterns:

Can you find the _______?
Can you get it?
I will get it.

Vocabulary:

find
get

Sounds:

fin_d_ - d
_g_e_t_ - initial g and final t

Suggested Procedures:

A. Each pupil ask his neighbor:
Can you write your name?
Can you color your picture?
Can you cut your paper?
Can you wash your face?
Can you comb your hair?
Answer: Yes, I can.

B. Each pupil go to the table where scissors, paper, colors, crayons, and empty basin for pretend washing, and a comb are. Pupil chooses someone who gives a command to him. Then the one commanding chooses someone else who commands him to do something. Continue until all have participated.

C. Teacher: Can you find the ball?
Class: Repeat 8 times.
Teacher: Yes, I can.
Class: Repeat 4 or 5 times.
Teacher: Can you get it?
Class: Repeat 8 times.
Teacher: I will get it.
Class: Repeat 8 times.
Teacher: Bring it here.
Class: Repeat 8 times.
Teacher: Here it is.
Class: Repeat 8 times.
Teacher: Thank you.
Class: You are welcome.

D. ½ Class:(a) Can you find a car?
½ Class (B) Yes, I can.
½ Class (A): Can you get it?
½ Class (B): Yes, I can. I will get it. Here it is.
½ Class (A): Bring it here.
½ Class (B): Here it is.
½ Class (A): Thank you.
½ Class (B): You are welcome.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

E. Repeat procedure D as dialogue for two pupils. Continue until all have found a toy, or other article and taken it to their neighbor.

LESSON 129

Review:

Can you find the ________?
Yes, I can.
Can you get it?
I will get it.
Here it is.
Bring it here.

Teach:

Patterns:

Can the doll walk?
Can the doll sit?
Can the doll run?
Can the doll hop?
Can the doll skip?
Can the doll jump?
Yes, she can.

Vocabulary:

Substitute boy, dog, cat, etc. for doll

Sounds:

jump, hop, skip, - final p
walk - final k

Suggested Procedures:

A. 1st Pupil to Neighbor: Can you find the ______?
2nd Pupil: Yes, I can.
1st Pupil: Can you get it?
2nd Pupil: Yes, I can. I will get it. Here it is.
1st Pupil: Bring it here.
2nd Pupil: Here it is.
1st Pupil: Thank you.
2nd Pupil: You are welcome.

B. Teacher: Can the doll walk?
Class: Repeat 8 times.
Teacher: Yes, she can.
Class: Repeat 4 Or 5 times.
½ Class: Can the doll walk?
½ Class: Yes, she can.
Repeat 4 or 5 times. Change pattern for each side. Repeat 4 or 5 times.

C. Encourage the children to use the words sit, run, hop, skip and jump in the pattern. Use a doll to illustrate.

D. 1st Pupil: (holding a doll): Can the doll walk?
2nd Pupil: Yes, she can.
1st Pupil: See the doll walk.

Materials:

A. A doll and other toys such as stuffed animals which can be manipulated to imitate such actions as run, skip, hop, etc.

LESSON 130

Review:

Can you find the ________?
Yes, I can.
Can you get it?
Yes, I can.
I will get it.
Here it is.
Bring it here.
Thank you.
You are welcome.
Can the ______ (walk, sit, run, hop, skip, jump?)
Yes, it can.

Teach:

Patterns:

No, it cannot.
It cannot (run, walk, skip, jump, hop, sit).

Vocabulary:

Review action words.
Review it.

Sounds:

cannot - medial n
skip, jump, hop - final p

Suggested Procedures:

A. Teacher: Can the car walk?
Class: Repeat 8 times.
Teacher: No, it cannot walk. The car cannot walk.
Class: Repeat 8 times.

B. Teacher: Can the ball run?
½ Class: Can the ball run?
½ Class: No, it cannot. It cannot run.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Repeat Procedure B for other objects or toys they are playing the "finding" games with. Have several groups of two recite the dialogue used for the half class practice. The pupils form the sentences as the teacher shows the article to be talked about.

C. 1st Pupil: Can you find the ____?
2nd Pupil: Yes, I can.
1st Pupil: Can you get it?
2nd Pupil: Yes, I can. I will get it. Here it is.
1st Pupil: Bring it here.
2nd Pupil: Here it is.
1st Pupil: Thank you.
2nd Pupil: You are welcome.
Can the ______ (walk, sit, jump, run, hop, skip, jump)?
1st Pupil: Yes, it can; or, No, it cannot. It cannot _______.

LESSON 131

Review:

Can the ______ (walk, run, hop, skip, jump, sit?)
Yes, (he, she, it) can.
No, it cannot.
It cannot ________?

Teach:

Patterns:

Who can ______?
I can.
I can _______.

Vocabulary:

who

Sounds:

who - wh

Suggested Procedures:

A. 1st Pupil gets a toy or other object: Can the ______ (run, walk, hop, etc.)?
2nd Pupil: Yes, it can.
No, it cannot. It cannot ____.
Continue exercise until all have participated.

B. Teacher: Who can walk?
Class: Repeat 8 times.
Teacher: I can.
Class: Repeat 8 times.
Teacher: I can walk.
Class: Repeat 8 times.
½ Class: Who can walk?
½ Class: I can. I can walk.
Repeat 8 times. Change patterns for each side. Repeat 8 times.

C. Repeat Procedure B using:(skip, jump, sit, etc.)
In using these verbs, allow the pupils to form the pattern.

D. Leader: Who can ______? He calls on someone to respond.
Pupil: I can. I can ______.
(action is performed by both pupils).
The pupil responding becomes the leader. Continue until all have responded and performed the action.

LESSON 132

Review:

Who can (run, hop, skip, jump, walk, sit)?
I can.
I can ________.

Teach:

Patterns:

Can you ________?
Can you catch (him, her)?

Vocabulary:

Add crawl, clap, and other words which may be used in games or other activities.

Sounds:

Continue work on difficult sounds.

Suggested Procedures:

A. Teacher: Can you hop?
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Can you hop?
$\frac{1}{2}$ Class: Yes, I can. I can hop.

B. Each pupil ask his neighbor:
Can you ________?
Neighbor answers question and asks his neighbor a question.

C. Teacher: Can you catch him?
Class: Repeat 8 times.
Teacher (indicating a girl):
Can you catch her?
Class: Repeat 8 times.
$\frac{1}{2}$ Class: (Teacher indicates a boy or girl and the class asks the question): Can you catch (him, her)?
$\frac{1}{2}$ Class: Yes, I can. I can catch (him, her).
Repeat 8 times. Change pattern for each side. Repeat 8 times.

D. Leader: Who can run? (to a pupil): Can you run?
Pupil: Yes, I can. I can run. (performs).
Leader: Can you catch (him, her)?
Pupil: Yes, I can. I can catch (him, her).
Continue until all have participated.

Enrichment Activities:

Use such games as "The Cat and The Mouse", "Drop The Handkerchief" to practice these patterns.

LESSON 133

Review:

Who can run, etc?
I can. I can ______.
Can you ______?
Yes, I can.

Teach:

Patterns:

Are you ______ing?
Yes, I am.
No, I am not.

Vocabulary:

Action verbs

Sounds:

re-emphasize ng sound

Suggested Procedures:

A. Allow each pupil to perform an action.
Teacher: Are you _____ing? (ask each pupil as he or she performs).
Class repeat after the teacher each time.
Pupil: Yes, I am.

B. 1st Pupil: Who can skip?
2nd Pupil: I can. I can skip. (demonstrates).
1st Pupil to 3rd Pupil: Can you skip?
3rd Pupil: Yes, I can.
Class: Are you skipping?
1st Pupil: Yes, I am.
2nd Pupil: Yes, I am.
Teacher: Are you running?
1st Pupil: No, I am not.
2nd Pupil: No, I am not.

C. Repeat Procedure B for each of the action words being used.

LESSON 134

Review:

Who can run, etc.?
Can you ________?
Yes, I can.
Are you ______ing?
Can you catch (him, her)?
Yes, I can.
No, I cannot.

Teach:

Patterns:

Can you ______ fast?
Can you ______ slowly?

Vocabulary:

fast
slowly

Sounds:

fast - final t
slow - sl blend

Comprehension Patterns:

fast
slow

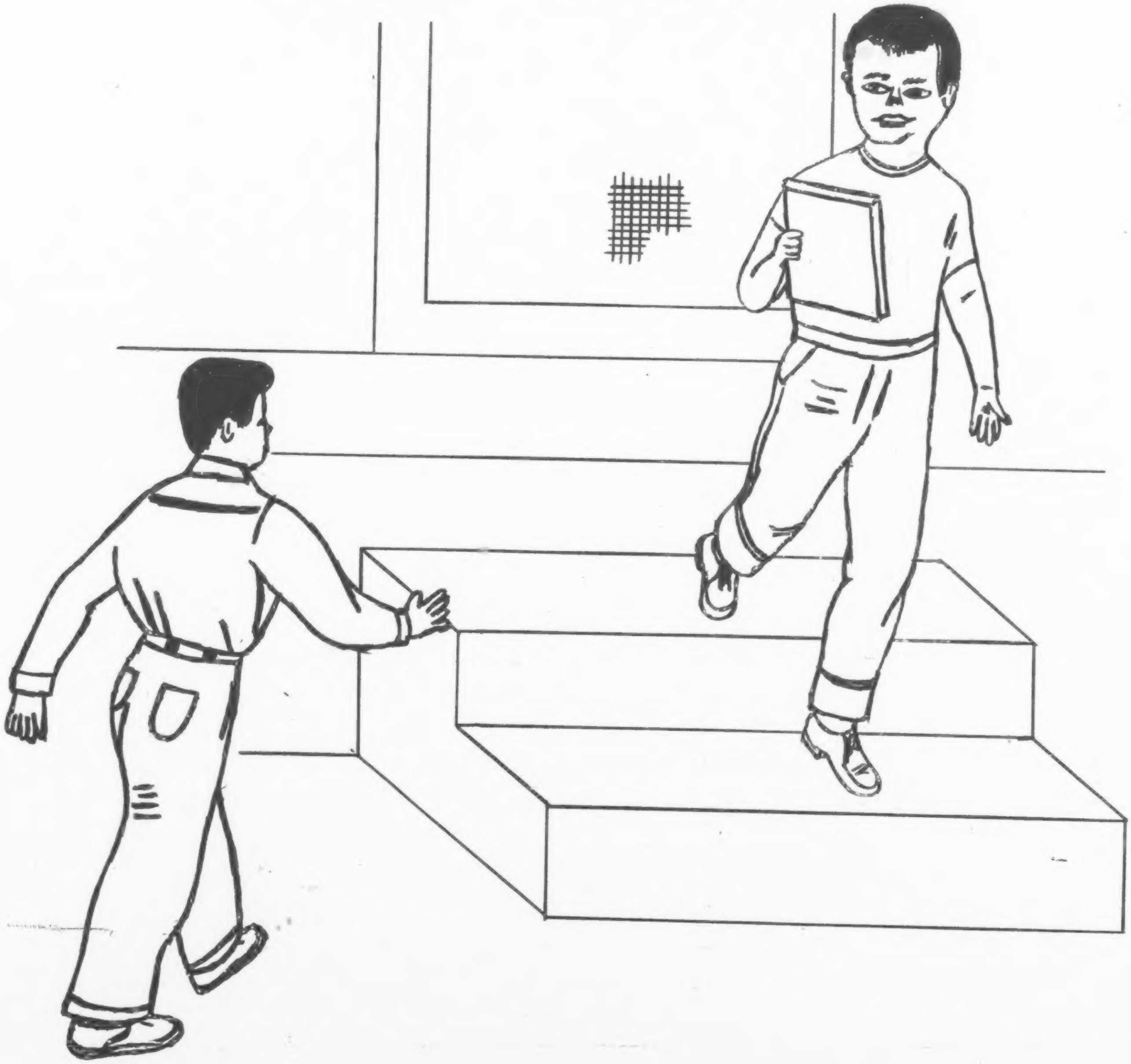
Suggested Procedures:

A. Explain the meaning of the word fast and slowly by using puppets, a doll, or pictures.

B. Teacher: Can you run fast?
Class: Repeat 8 times.
Teacher: Can you run slow?
Class: Repeat 8 times.

C. Leader: Who can ______?
1st Pupil: I can. I can _____.
Leader: Can you ______?
2nd Pupil: Yes, I can.
Leader: Are you _____ing?
1st Pupil: Yes, I am.
Leader: Can you catch him?
Pupil: Yes, I can. I can catch him.
Leader: Can you ______ fast?
2nd Pupil: Yes, I can _____ fast.
Three more pupils are chosen and repeat the dialogue. Continue until all have participated.

UNIT XV
WHAT DID YOU GET?
I GOT A BOOK



LESSON 135

Review:

Can you ______ your ______?
Yes, I can.
No, I cannot.
Can the doll walk?

Teach:

Patterns:

How many are there?
There are _(number)_toys.

Vocabulary:

there

Sounds:

review th

Suggested Procedures:

A. Each pupil asks his neighbor: Can you write your name? Neighbor: Yes, I can or No, I cannot. Continue until each pupil has recited. Require that each pupil ask about a different action.

B. As each pupil holds a doll, have one pupil ask: Can the doll ______? Pupil with doll: Yes, she can or No, she cannot. The doll is given to someone else and the procedure repeated until all have participated.

C. Display a group of objects. Teacher: What are these? Class: Those are cups. (toy) Teacher: How many are there? Class: Repeat 8 times. ½ Class: How many cups are there? ½ Class: There are _(number)_. Repeat 8 times. Change pattern for each side. Repeat 8 times.

D. Allow each pupil to go to the toy display and tell what toy he is using and ask: How many are there? Class: There are _______. Continue until all have asked the number of toys.

LESSON 136

Review:

How many are there?
There are (number).
How many do you have?
I have (number).

Teach:

Patterns:

Get (number).

Vocabulary:

get

Sounds:

get - initial g

Comprehension Patterns:

Get something different.

Suggested Procedures:

A. Each pupil goes to the display and asks a pupil of his choice: How many are there? (indicating toys)
Pupil Chosen: There are (number).
Continue until all have responded.

B. Using pictures allow each child to tell all he can about the picture. Be sure the pattern, "There are (number)" can be used in telling about the picture.

C. Teacher: Get (number).
Class: Repeat 10 times, using 1-10.
Teacher: How many are there?
Class: Repeat 4 or 5 times.
Teacher: There are (number).
Class: Repeat 4 or 5 times.
Teacher: Get (number).
$\frac{1}{2}$ Class (A): How many are there?
$\frac{1}{2}$ Class (B): There are (number).
$\frac{1}{2}$ Class (A): Get (number).
Repeat 8 times. Change pattern for each side. Repeat 8 times.

D. One pupil becomes the leader:
How many ________ are there?
Pupil chosen by Leader: There are (number).
Leader: Get (number). How many do you have?
Pupil: I have (number).
The first pupil chosen becomes the leader. Exercise is continued until all have responded.

LESSON 137

Review:

How many are there?
There are (number).
Get (number).

Teach:

Patterns:

How many did you get?
I got ______.

Vocabulary:

I
got
get

Sounds:

get - medial e
got - initial g
get - final t

Suggested Procedures:

A. Teacher: How many did you get?
Class: Repeat 8 times.
Teacher: I got (1-10).
Class: Repeat 10 times.
½ Class: How many did you get?
½ Class: I got (number).
Repeat 8 times. Change pattern for each side. Repeat 8 times.

B. Each pupil goes to a display:
1st Pupil: How many ______ are there?
2nd Pupil: There are (number).
1st Pupil: Get (number).
How many do you have?
Each pupil responds: I have ______.

C. Each pupil asks his neighbor:
How many sisters do you have?
Neighbor responds: I have ______ sisters. How many brothers do you have?
Pupil responds: I have ______.
Continue until all have responded.

LESSON 138

Review:

How many are there?
There are (number).
Get (number).
How many did you get?
I got _______.

Teach:

Patterns:

What did you get?
I got _______.

Vocabulary:

names of objects

Sounds:

review difficult sounds

Comprehension Patterns:

Get something different.

Suggested Procedures:

A. Each pupil ask his neighbor: How many brothers or sisters do you have?
Neighbor: I have (number).
Continue until all have responded.

B. Leader is chosen.
Leader: How many _____ are there? Chooses a pupil to answer.
Pupil: There are (number).
Leader: Get (number). How many did you get?
Pupil: I got (number).
Allow the pupils to keep the objects.
Teacher: What did you get?
Class: Repeat 8 times.
Teacher: I got _______.
Class: Repeat 8 times.
½ Class: How many did you get?
½ Class: I got _______.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Each pupil asks his neighbor: What did you get?
Neighbor: I got _______.
Continue until all have responded.

LESSON 139

Review:

How many are there?
There are (number) .
Get (number) .
How many did you get?
I got ________.

Teach:

Patterns:

I didn't get any.
Give me (number) .

Vocabulary:

give
didn't

Sounds:

didn't - final t
give - medial v

Suggest Procedures:

A. Review Procedure B & D - Lesson 137. Repeat until all have participated.

B. Teacher: I didn't get any.
Class: Repeat 8 times.
Teacher: Give me (number) .
Class: Repeat 8 times.
½ Class: I didn't get any.
Give me some.
½ Class: Repeat.
Allow each side to repeat 8 times.

C. A leader is chosen.
1st Pupil: I didn't get any.
Give me some.
Leader: How many did you get?
Pupil: I got (number) .
Continue until all have participated.

D. Teacher: Give me some (food) .
Class: Repeat 8 times.
Teacher: What do you like to eat?
Class: Responds.
Display pictures of various foods.
Each pupil tells his neighbor:
Give me some ________.
Continue until all have responded.

Enrichment Activities:

A. The teacher can bring various fruits and vegetables and allow the pupils to ask for the one they would enjoy tasting.

LESSON 140

Review:

What did you get?
I got ______.
I didn't get any.
Give me (number).
Give me some.

Teach:

Can you get (number)?
Can you get some?
Get some for me.

Vocabulary:

Review previous food vocabulary.

Sounds:

Review difficult sounds.

Suggested Procedures:

A. Each pupil goes to the table and gets something.
1st Pupil: What did you get?
2nd Pupil: I got ______.
3rd Pupil: I didn't get any.
Give me (number).
Continue until each pupil has responded.

B. Displaying the food pictures, have each child request something.
Pupil: Give me some ______.
Continue until each has recited.

C. Teacher: Can you get paper?
Class: Repeat 8 times.
Teacher: Get some for me.
Class: Repeat 8 times.
In groups of 4 or 5, repeat each sentence. Then, in groups of 4 or 5 request both sentences from each group.
Each pupil ask his neighbor:
Pupil: Can you get ______?
Get some for me.
Neighbor obeys command and repeats command to his neighbor.

D. Teacher: Can you get some?
Class: Repeat 8 times.
Teacher: Yes, I can.
Class: Repeat 8 times.
Repeat by half class.
Each pupil requests something from his neighbor.

3

LESSON 141

Review:

Can you get (number) ?
Yes, I can.
Can you get ________?
Get some for me.
Give me some.

Teach:

Patterns:

Did you get some?
Yes, I did.
No, I didn't get any.

Vocabulary:

didn't

Sounds:

didn'_t_ - final t

Suggested Procedures:

A. Teacher: Did you get some?
Class: Repeat 8 times.
Teacher: Yes, I did.
Class: Repeat 8 times.
½ Class: Did you get some?
½ Class: Yes, I did.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Teacher: No, I didn't get any.
Class: Repeat 8 times.
½ Class: Did you get some?
½ Class: No, I didn't get any.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

B. Leader to pupil of his choice:
Did you get ________?
Get some for me.
Did you get some?
Pupil: Yes, I did.
Leader: Give me some.
Continue until all have participated.

LESSON 142

Review:

How many did you get?
I got (number).
What did you get?
I got ________.
Give me (some, number).
Can you get _______?
Get some for me.
Did you get some?
Yes, I got some.
No, I didn't get any.

Teach:

Patterns:

Did you get ________?
Do you have ________?
Get a ________.

Vocabulary:

Review toy and food vocabulary.

Sounds:

Emphasize correct pronunciation of difficult sounds.

Suggested Procedures:

A. Teacher: Did you get some books?
Class: Repeat 8 times.
Teacher: Give me a pencil.
Class: Repeat 8 times.
Have each pupil repeat the two sentences.

B. A leader is chosen:
Leader: How many did you get?
Pupil who has chosen an article from the display: I got (number).
Another pupil is called upon:
2nd Pupil: I didn't get any.
Give me (some, number).
Get some for me.
3rd Pupil: Get some for me.
Leader: Did you get some?
1st, 2nd, 3rd Pupil: Yes, I did.
Leader: Did you get some paper?
Pupils: Yes, I did; or, No, I did not.
Repeat exercise until all have responded.

C. Each pupil asks his neighbor:
Do you have ______?
Neighbor: Yes, I do; or, No, I do not.
Pupil (if the answer is no):
Get a ______.

UNIT XVI

LET'S DO SOMETHING

LESSON 143

Review:

How many did you get?
I got ________.
What did you get?
I got ________.
Give (number, some).
Can you get ________?
Yes, I can.
Get some for me.
Did you get some?

Teach:

Patterns:

Let's (run, eat, wash, play).

Vocabulary:

let's

Sounds:

let's - final s

Comprehension Patterns:

What else can we do?

Suggested Procedures:

A. Repeat Procedure B - Lesson 141.

B. Teacher: Let's run.
Class: Repeat 8 times.
Each pupil repeats: Let's run.

C. Teacher: Let's walk.
Class: Repeat 4 or 5 times.
Repeat Procedure D for the action vocabulary already learned.
Perform action after the command is repeated.

D. Each pupil tells another:
Let's ______. The pupils then perform the action.

LESSON 144

Review:

Let's ________.

Teach:

Patterns:

We are having fun.
This is fun.
They are having fun.
(He, She) is having fun.

Vocabulary:

fun
is
are

Sounds:

having - ng

Comprehension Patterns:

fast

Suggested Procedures:

A. Each pupil, addressing another, says: Let's ________. Continue until all have recited and performed action.

B. Teacher: (displaying picture):
They are having fun.
Class: Repeat 8 times.
Teacher: He is having fun.
Class: Repeat 8 times.
Teacher: She is having fun.
Class: Repeat 8 times.
Teacher: We are having fun.
Class: Repeat 8 times.
Teacher: This is fun.
Class: Repeat 8 times.
Teacher: Let's walk fast.
Class performs action.
Teacher: We are having fun.
This is fun.
Class: We are having fun.
This is fun.
Continue with various actions performed by the class.

C. Teacher asks who wants to do something else.
Pupil: Let's run.
Class repeats and then performs.
Teacher: We are having fun.
This is fun.
Class: Repeat.
Continue until ten actions have been performed.
Repeat exercise in groups of two.

D. Reinforce learning of: They are having fun. (He, She) is having fun. - by using colorful, simple and interesting pictures. Allow the children to do most of the talking.

Enrichment Activities:

A. Each pupil draws a picture of something that is fun.

LESSON 145

Review:

Let's _______.
(We, They) are having fun.
(He, She) is having fun.
This is fun.

Teach:

Patterns:

I like to _______.
A (picnic, party) is fun.
_____ing is fun.

Vocabulary:

picnic
painting
party
sewing

Sounds:

picnic - medial and final c
party - initial p

Suggested Procedures:

A. Each pupil chooses someone to accompany him and says: Let's skip.
Both pupils, performing: We are having fun. This is fun.
Continue until all have participated.

B. Using pictures the pupils drew, each tells about his or her pictures and uses: (He, She, They) (is, are) having fun.

C. Teacher: I like to sing.
Class: Repeats 8 times.
Each pupil repeats the sentence.

D. Each pupil tells something he likes to do.

E. Teacher: Painting is fun.
Class: Repeat 8 times.
Each pupil repeats the sentence.
Allow each to tell something that is fun.

F. Introduce the words picnic and party. Using pictures, have the pupils repeat after the teacher: That is a party. That is a picnic.
Teacher: A picnic is fun.
Class: Repeat 8 times.
Teacher: A party is fun.
Class: Repeat 8 times.
Each pupil repeats the two sentences as they point to a picture.

G. Using magazines, the pupils cut pictures of things which are fun to do: Riding a horse is fun; cooking is fun, etc.

H. Review: We are (cutting, etc.).
Re-inforce: This is fun. ____ing is fun.

LESSON 146

Review:

Let's _______.
We are having fun.
This is fun.
They are having fun.
(He, She) is having fun.
I like to _______.
A _______ is fun.
_______ing is fun.

Teach:

Patterns:

(He, She) looks funny.

Vocabulary:

looks

Sounds:

looks - final s

Suggested Procedures:

A. One pupil calls another:
(name), let's _______.
Two Pupils: We are having fun. This is fun.
Class: They are having fun.
1st Pupil performing: (He, She) is having fun.
2nd Pupil: (He, She) is having fun.
2 Pupils: I like to _____.
______ing is fun.
Continue until all have participated.

B. Teacher: What is fun?
Class: A (party, picnic) is fun.
Call on 2 or 3 pupils to tell what is fun to do.

C. Read "Go, Dog, Go" by P.D. Eastman or another story with action and simple but funny pictures.

D. Teacher (pointing to pictures): He looks funny.
Class: Repeat 8 times.
Allow each pupil to comment on one picture: He looks funny.

Enrichment Acitivities:

A. Cut pictures out of magazines. Each pupil tells about the picture he cut out.

B. Read "A Happy Nursery Book - Rain" by Virginia Parsons: Doubleday.

UNIT XVII

THIS IS FUN

LESSON 147

Review:

How many do you have?
I have (number).
How many does (he, she) have?
(He, She) has (number).
Let's ______.
Get (number).
We are having fun.
This is fun.
I like to ________.
A (picnic, party, game, etc.) is fun.
______ing is fun.
He looks funny.
She looks funny.

Teach:

Pattern:

Who wants to say something?
I do.
I want to say something.
Say something.

Vocabulary:

say
wants

Sounds

say - long a sound
wants - final s

Suggested Procedures:

A. Each pupil gets something from a display.
Leader: How many do you have?
Pupil: I have ________.
Leader: Get (number).
Continue until all have responded.

B. Each pupil calls on another by inviting him to perform an action: Let's (skip, hop, etc.)
Pupils: This is fun. We are having fun. I like to (skip, hop, etc.).
Continue until all have participated.

C. What is fun?
Each pupil responds. Encourage use of both - a (picnic, party, game) is fun, and (hopping, running, etc.) are fun.

D. Each pupil stands up and tells the class about his or her picture. The sentence, (he, she, it) looks funny, must be used.

E. Teacher: Who wants to say something?
Class: Repeat 8 times.
Teacher: I do. I want to say something.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Who wants to say something?
$\frac{1}{2}$ Class: I do. I want to say something.
Repeat 8 times. Change pattern for each side. Repeat 8 times.
Teacher: Say something.
Class: Repeat 8 times.
Two groups of 4 or 5 pupils stand up.
1st Group: Who wants to say something?
2nd Group: I do. I want to say something.
1st Group: Say something.
Help the group in deciding what to say. This is a good time to go back to the first units and review patterns first taught.

Suggested Procedures: (Continued):

Continue exercise until each pupil has recited with a group.

F. Dialogue is repeated by two changing their story or pattern used each time.

LESSON 148

Review:

Let's ________.
This is fun.
We are having fun.
(He, She) looks funny.
Who can say something?
I can.
I can say something.
Say something.
Is it ________?
Yes, it is.
No, it is not.

Teach:

Patterns:

I see something (color).
Guess what it is.

Vocabulary: (review)

Guess
red
yellow
green
purple
black
orange
white

Sounds:

guess - initial g and final s

Suggested Procedures:

A. Each pupil take turns in leading the class by saying "Let's (perform an action)."
Class: This is fun. We are having fun.
Continue activity until each pupil has performed as a leader.

B. Using magazine pictures already cut, review:
1st Pupil: Who can say something?
2nd Pupil: I can. I can say something.
1st Pupil: Say something.
2nd Pupil: (He, She) looks funny. (It) looks funny.
Continue until all of the pupils have recited.

C. Teacher: I see something red.
Class: Repeat 8 times.
Teacher: Guess what it is.
Class: Repeat 8 times.
Teacher: I see something blue. Guess what it is.
Continue until each pupil has responded with a group.

D. Each pupil stands and tells the group: I see something (color). Guess what it is.
Teacher: Is it ________?
Class: Repeat 4 or 5 times.
Teacher: No, it is not.
Class: Repeat 4 or 5 times.
Teacher: Yes, it is.
Class: Repeat 4 or 5 times.
1st Pupil called by student: Is it ________?
Leader: No, it is not; or, Yes, it is.
Continue until the pupil chosen answers correctly. He then becomes the leader.
Continue until each pupil has participated.

LESSON 149

Review:

Who can say something?
I can.
I can say something.
Say something.
I see something (color).
Guess what it is.
Is it ________?
Yes, it is.
No, it is not.

Teach:

Patterns:

(He, She) sees something (color).

Vocabulary:

Review names of the colors.

Sounds:

sees - final s

Suggested Procedures:

A. A leader is chosen:
Leader: Who can say something?
Pupil: I can. I can say something.
Leader: Say something.
Pupil: I see sometning (color).
Guess what it is.
Chooses another pupil:
2nd Pupil: Is it ______?
1st Pupil: No, it is not.
Another pupil is asked to respond.
3rd Pupil: Is it ______?
The one who guesses becomes the leader and the activity proceeds until all have responded.

B. Teacher: (He, She) sees something (color).
Class: Repeat 8 times.
Each pupil says: I see something (color).
Class: (He, She) sees something (color).

C. Repeat Procedure A. Include: (He, She) sees something (color) spoken by the leader after the pupil says what he sees.

LESSON 150

Review:

Who can say something?
I can.
I can say something.
Say something.
I see something (color).
Guess what it is.
Is it ______?
Yes, it is.
No, it is not.
(He, She) sees something (color).

Teach:

Patterns:

Is it (a, this) (color) book?

Vocabulary:

this
it

Sounds: (review)

it - final t
book - final k

Suggested Procedures:

A. Teacher: I see something blue.
Is it (this, a) (color) book?
Teacher: Is it this blue book?
Class: Repeat 8 times.
Teacher: No, it is not.
Class: Repeat 4 or 5 times.
Teacher: Yes, it is.
Class: Repeat 4 or 5 times.
Teacher: Is it this blue ball?
$\frac{1}{2}$ Class: Is it this blue ball?
$\frac{1}{2}$ Class: yes, it is.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

B. Leader: Who can say something?
Pupil: I can. I can say something.
Leader: Say something.
Pupil: I see something (color).
Guess what it is.
Leader: (He, She) sees something (color).
2nd Pupil: Is it this (color) (article)? (as he holds the Object).
Pupil: Yes, it is; or, No, it is not.
Continue until a pupil responds correctly. The one responding then becomes the leader. Repeat exercise until all have responded.

LESSON 151

Review:

Who can say something?
I can.
I can say something.
Say something.
I see something (color).
Guess what it is.
Is it ______?
No, it is not.
Yes, it is.
(He, She) sees something (color).
Is it this (color) (object)?

Teach:

Patterns:

Is it that (color) (object)?

Vocabulary: (review)

this
that

Sounds:

review th

Suggested Procedures:

A. Teacher: I see something orange. Guess what it is.
Teacher: Is it that book?
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Is it that picture?
$\frac{1}{2}$ Class: Yes, it is.
Repeat 8 times. Change pattern for each side).

B. Leader: Who can say something?
Pupil: I can. I can say something.
Leader: Say something.
Pupil: I see something (color). Guess what it is.
Leader: (He, She) sees something (color).
2nd Pupil: Is it (this, that) (object)?
Pupil: No, it is not.
3rd Pupil: Is it (this, that) (object)?
Pupil: Yes, it is.
Continue until someone guesses. The pupil who guesses correctly becomes the leader and chooses the pupil to ask the question. Continue until each pupil has responded.

LESSON 152

Review:

I see something (color).
Guess what it is.
Yes, it is.
No, it is not.
(He, She) sees something (color).
Is it (this, that) (object)?

Teach:

Patterns:

This (object) is (color).

Vocabulary:

Review names of colors.

Sounds:

Review difficult sounds

Suggested Procedures:

A. Leader: I see something (color). Guess what it is.
Class: (He, She) sees something (color).
Pupil: Is it (this, that) (color) (object).
Leader: Yes it is; or, No, it is not.
Continue until all have responded. Each pupil keeps the object he guessed, if possible.

B. Teacher: This pencil is (color).
Class: Repeat 8 times.
Each pupil asks his neighbor: What color is that?
Neighbor: This _____ is (color).
Continue until all have responded and put their article away.

UNIT XVIII

WHAT DID YOU SAY? I SAID SOMETHING

LESSON 153

Review:

Who can say something?
I can.
I can say something.
Say something.
I see something (color).
Guess what it is.
Is it (this, that) (color) (object)?
Yes, it is.
No, it is not.
This (object) is (color).

Teach:

Patterns:

What did you say?
I said: I see something (color).
Excuse me.
Please speak louder.

Vocabulary:

said
say
speak
excuse
me
louder

Sounds:

speak - sp, initial blend
speak - final k
said - final soft d

Comprehension:

Excuse me.

Suggested Procedures:

A. Teacher: What did you say?
Class: Repeat 8 times.
Teacher: I said: I see something green.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: What did you say?
$\frac{1}{2}$ Class: I said: I see something green.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

B. Teacher: Excuse me. What did you say?
Class: Repeat 8 times.
Teacher: Please speak louder.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Excuse me. What did you say?
$\frac{1}{2}$ Class: Repeat same two sentences.
Repeat 8 times for each half of class.

C. $\frac{1}{2}$ Class (A): I see something blue.
$\frac{1}{2}$ Class (B): What did you say?
$\frac{1}{2}$ Class (A): I said: I see something blue.
$\frac{1}{2}$ Class (B): Excuse me. What did you say? Please speak louder.
$\frac{1}{2}$ Class (A): I said: I see something blue.
$\frac{1}{2}$ Class (B): Thank you.
Repeat 4 or 5 times. Change pattern for each side. Repeat 4 or 5 times.

D. Each pupil says something to his neighbor in a soft voice. Repeat dialogue in Procedure C between the two pupils.

LESSON 154

Review:

I see something ______.
(This, That) ______ is (color).
What did you say?
I said: (This, That) ______ is (color).
Excuse me.
What did you say?

Teach:

Patterns:

What did he say?
He said: ____ ______ _____.

Vocabulary:

did
said
say

Sounds:

did - Final d.
said - Final d.

Suggested Procedures:

A. Each pupil stands when it is his turn.
Pupil: I see something (color).
(This, That) ______ is (color).
Class: What did you say?
Pupil: I said: I see something (color).
(That, This) ______ is (color).
Class: Excuse me.
What did you say?
Pupil: I said: I see something (color).
(This, That) ______ is (color).
Class: Please speak louder.
What did you say?
Pupil: I said: I see something (color).
(This, That) ______ is (color).
Class: Thank you.
Continue until each pupil has recited.

B. Require pupils to substitute other sentences they have learned. Repeat dialogue by two participants.

C. Teacher: What did he say?
Class: Repeat 8 times.
Pupils repeat the pattern in groups of two or three. All pupils respond in a group.

D. Each pupil asks the class the question as they indicate a boy.
Pupil: What did he say?
Teacher: He said: _____ _____ _____.
Class: He said: _____ _____ _____.
Continue until all have responded.

E. Ist Pupil: (Name of a pupil): What did he (indicating boy) say?
Pupil named: He said: ______ ______ ______.
Continue until each pupil has participated.

LESSON 155

Review:

What did you say?
I said: _____ _____ _____.
Excuse me.
Please speak louder.
Thank you.
What did he say?
He said: _____ _____ _____.

Teach:

Patterns:

What did she say?
She said: _____ _____ _____.

Vocabulary:

Review - he
she

Sounds:

Continue working on those sounds which are difficult for the pupils.

Suggested Procedures:

A. Teacher: What did she say?
Class: Repeat 8 times.
Teacher: She said: Good morning.
Class: Repeat 8 times.

B. Leader: (Says something).
Pupil: What did you say?
Leader: I said: _____ _____ _____.
Pupil: Excuse me.
What did you say?
Leader: I said: _____ _____ _____.
Pupil: Please speak louder.
What did you say?
Leader: I said: _____ _____ _____.
Pupil: Thank you.
Pupil: (Addressing class)
What did (he, she) say?
Class: (He, She) said: _____ _____ _____.
The pupil becomes the leader and the leader chooses someone to take the pupil's place.

C. Reinforcement: Play records which transmit nursery rhymes. Then ask the pupils: What did (he, she) say?
Class: (He, She) said: _____ _____ _____.

LESSON 156

Review:

Who can say something?
I can.
I can say something.
Say something.
What did you say?
I said: _____ _____ _____.

Teach:

Patterns:

What did you say?
We said: _______ _______.

Vocabulary:

Review - we.

Sounds:

Review difficult sounds.

Suggested Procedures:

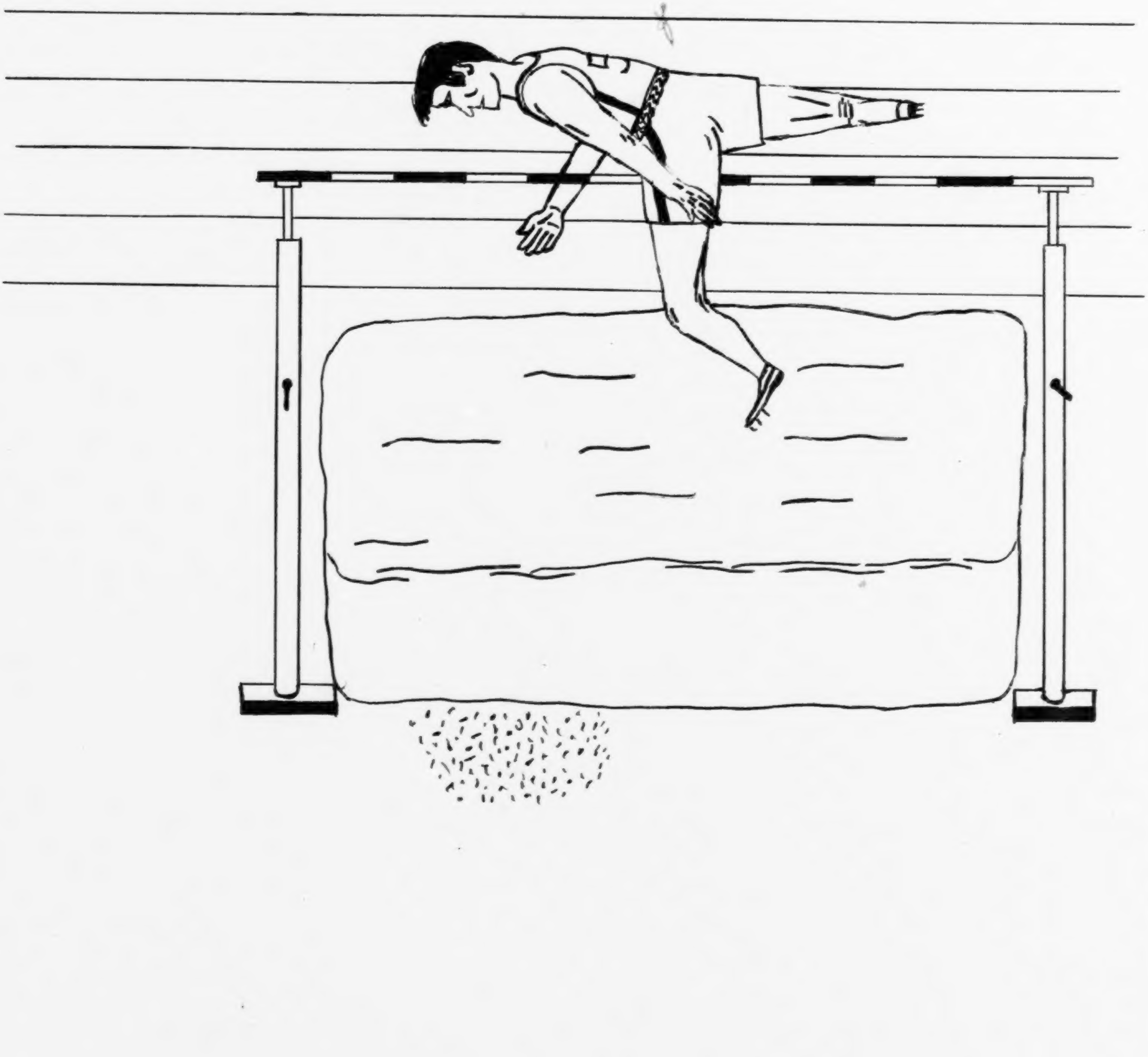
A. Teacher to a small group:
This is a ball.
Class: Repeat 4 or 5 times.
Teacher: What did you say?
Remainder of class: Repeat 8 times.
All pupils in the group respond each time.
Group: We said: This is a ball.
Continue until each pupil has had a turn to respond within a group.

B. Leader: Who can say something?
Pupil: I can. I can say something.
Leader: Say something.
Pupil: (Speak a sentence of his choice.)
Leader: What did you say?
Pupil: I said: _______ _______ _______.
Leader: What did (he, she) say?
Pupil: (He, She) said ______.
The pupil becomes the leader.
Continue until each pupil has participated.

C. Each pupil chooses two or three to say something with him.
Encourage pupil to say: Let's say ______ _______ _______.
Pupil called on by group:
What did you say?
Pupils: We said _____ _______ _______.

UNIT XIX

WHAT DID YOU DO?



LESSON 157

Review:

Who wants to say something?
I do.
I want to say something.

Teach:

Patterns:

Who can do what I can do?
See what I can do.
I can __________.
I can __________, too.

Vocabulary: (review)

who
do
can

Sounds:

The children tend to omit what. Listen for the omission and correct it immediately.

Suggested Procedures:

A. Leader: Who wants to say something?
Pupil: I do. I want to say something.
Leader: Say something.
Pupil: Recite sentence of his own choice.
Pupil responding becomes the leader.
Continue exercise untill all have responded.

B. Teacher: Who can do what I can do?
Class: Repeat 8 times.
Teacher: See what I can do.
Class: Repeat 8 times.
Each pupil repeats the sentence.
Teacher: I can _________.
Class: Repeat 8 times.
Each pupil repeats the sentence.
$\frac{1}{2}$ Class: Who can do what I can do? See what I can do. I can hop.
Each side repeat 8 times.

C. Each pupil stands: Who can do what I can do? See what I can do. I can _______ (demonstrates).

Continue until all have participated, and recited.

LESSON 158

Review:

Let's ________________.
Who can do what I can do?
See what I can do.
I can ______________.

Teach:

Patterns:

I can.
I can _____________.

Vocabulary:

Review action verbs.

Sounds:

Review difficult sounds.

Comprehension:

Can you _________ ________?

Suggested Procedures:

A. Each pupil: Who can do what I can do?
See what I can do.
I can ________.
Continue until each pupil has participated.

B. Teacher: I can.
Class: Repeat 8 times.
Teacher: I can (hop, run, jump).
Class: Repeat 8 times.

C. $\frac{1}{2}$ Class: Who can do what I can do?
See what I can do.
I can ________.
$\frac{1}{2}$ Class: I can.
I can __________.
(Repeat 8 times. Change pattern for each side. Repeat 8 times).

D. Form a circle. One pupil becomes it and gets in the center of the circle.
It: Who can do what I can do?
See what I can do. I can ________.
Pupils in circle: I can.
I can ________.
The pupils perform the action.

The pupil who was it chooses some one else and he takes his place with the children in the circle.

Continue until each pupil has had a turn to recite.

LESSON 159

Review:

Who can do what I can do?
See what I can do.
I can _________.
I can.
I can jump.
Let's _________.

Teach:

Patterns:

Who can do what we can do?
See what we can do?
We can _________.
We can _________, too.

Vocabulary:

we

Sounds:

Listen for and correct omission of what.

Suggested Procedures:

A. 1st Pupil: Who can do what I can do? See what I can do. I can ________.
Pupil Chosen: I can. I can ____.
Continue until all have responded and participated.

B. Teacher: Who can do what we can do?
Class: Repeat 8 times.
Teacher: We can ________.
Class: Repeat 8 times.
1/3 of Class: Who can do what we can do? (perform action).
1/3 of Class: We can.
1/3 of Class: We can, too.

C. Form circle. One pupil is chosen to be "it".
It: Who can do what I can do? See what I can do. I can ____.
Pupils in circle: We can ____, too. Let's ________.
Continue until each pupil has had a turn to be it.

LESSON 160

Review:

What are you doing?
I am ______ing.
Who can do what I can do?
We can.
We can ________, too.
See what I can do.
Let's ________.

Teach:

Patterns:

We are ______ing.

Vocabulary:

we

Sounds:

re-emphasize ng.

Suggested Procedures:

A. Each pupil stands:
Pupil: Who can do what I can do? See what I can do. I can ________.
Chooses a pupil.
Pupil Chosen: I can. I can _______.
Class: What are you doing?
Pupil Performing: I am ________ing.
Continue until each pupil has responded.

B. Teacher (as she indicates a group and joins them in performing an action): We are ______ing.
Class: Repeat 8 times.

C. Circle is formed.
It: Who can do what I can do? See what I can do. I can _________.
Pupils: We can. We can _________, too.
It: Let's ________.
Class: What are you doing?
Pupils Performing: We are ______ing.
Continue until each has participated.

LESSON 161

Review:

Who can do what I can do?
I can ______.
See what I can do?
What are you doing?
We are ______ing.
Let's ________.

Teach:

Patterns:

What did (name, the boys, the girls) do?
They ______ed.

Vocabulary:

they

Sounds:

review final ed.

Suggested Procedures:

A. Each Pupil: Who can do what I can do? I can. I can ______.
See what I can do.
Chooses a pupil to respond.
Pupil Chosen: I can. I can ________.
1st Pupil: Let's ______.
Class: What are you doing?
Pupils: We are ______ing.
Allow 4 to 6 pupils to recite and perform.

B. Teacher (indicating first two who performed): What did (name) do?
Class: Repeat 8 times.
Teacher: What did the boys do?
Class: Repeat 8 times.
Teacher: What did the girls do.
Class: Repeat 8 times.
Teacher (indicating first two): They ______ed.
Class: Repeat 8 times.

C. Each pupil ask class about one of the groups who has performed.

D. Circle is formed:
It: Who can do what I can do?
See what I can do. I can _____.
Pupils in circle: We can. We can ________.
It: Let's ________.
Class: What are you doing?
Pupils (performing): We are ______ing.
½ Class: What did (they, the girls, the boys) do?
½ Class: (they, the boys, the girls) ________ed.
Continue until each pupil has participated and led the activity.

Enrichment Activities:

A. This game may also be played outside.

LESSON 162

Review:

Who can do what I can do?
See what I can do?
I can _______.
We can _______, too.
Let's _______.
What are you doing?
We are _______ing.
What did (name, the boys, the girls) do?
(Name, The boys, The girls) _______ed.

Teach:

Patterns:

What did you do?
I _______ed.
I _______ed, too.

Vocabulary:

review verbs

Sounds:

re-emphasize ed.

Suggested Procedures:

A. Play circle game:
It: Who can do what I can do?
See what I can do?
I can _______.
Pupils: We can _______, too.
It: Let's _______.
Pupil outside circle: What are you doing?
Pupils: We are _______ing.
Pupils outside to class: What did (name, the boys, the girls) do?
Class: (Name, The boys, The girls) _______ed.
Continue until all have participated.

B. Teacher: What did you do?
Class: Repeat 8 times.
Teacher: I _______ed.
Class: Repeat 8 times.
½ Class: What did you do?
½ Class: I _______ed.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

C. Each pupil asks his neighbor: What did you do?
Neighbor: I _______ed.
Continue until all have responded.

LESSON 163

Review:

Who can do what I can do?
See what I can do?
I can ________.
We can _______, too.
Let's ________.
What are you doing?
We are _______ing.
What did you do?
I _______ed.

Teach:

Patterns:

What did I do?
You _______ed.
You _______ed, too.

Vocabulary:

Review past tense of action verbs.

Sounds:

final ed

Suggested Procedures:

A. Play game as in Lesson 161.

B. Each pupil asks his neighbor:
What did you do?
Neighbor: I ______ed.

C. Teacher: What did I do?
Class: Repeat 8 times.
Teacher: You _______ed.
Class: Repeat 8 times.
½ Class: What did you do?
½ Class: I ______ed.
Repeat 8 times. Change pattern for each side.
Repeat 8 times.

D. Each pupil asks his neighbor:
What did I do?
Neighbor: You _______ed.
When there is a repetition, have the pupils use "too".

LESSON 164

Review:

Who can do what I can do?
See what I can do?
I can _______.
We can _______, too.
Let's _______.
What are you doing?
We are _______ing.
What did you do?
I _______ed.
I _______ed, too.
You _______ed.
You _______ed, too.

Teach:

Patterns:

What did (he, she) do?
(He, She) _______ed.
(He, She) _______ed, too.

Vocabulary:

review he and she

Sounds:

final ed

Suggested Procedures:

A.. Play game as in Lesson 161.

B. Each pupil asks his neighbor:
What did I do?
Neighbor: You _______ed.
Continue until all have responded.

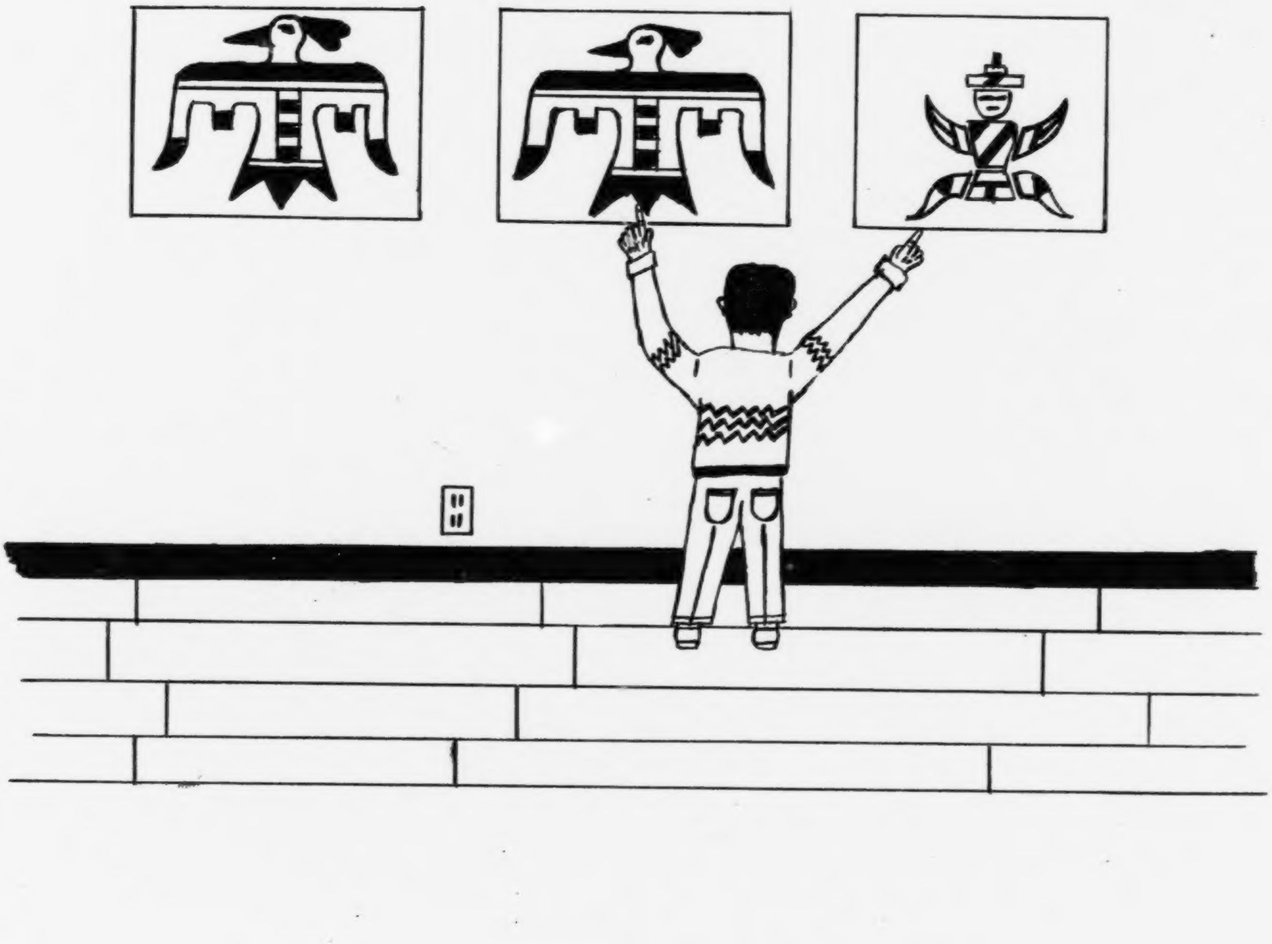
C. Each pupil asks his neighbor:
What did I do?
Neighbor: You _______ed.
Continue until all have responded.

D. Teacher: What did he do?
Class: Repeat 8 times.
Teacher: What did she do?
Class: Repeat 8 times.
Teacher: he
½ Class: What did he do?
½ Class: He _______ed.
Teacher: She
½ Class: What did she do?
½ Class: She _______ed.
Continue exercise changing the pronown and allowing different sides to ask and respond.

E. Each pupil asks the class about a boy or girl:
What did (he, she) do?
Class: (He, She) ______ed.
Continue until each pupil has asked the activity of one pupil.

UNIT XX

THIS IS THE SAME THAT IS DIFFERENT



LESSON 165

Review:

Action game.
What did (you, he, she, I) do?
(You, I, He, She) _______ed.
What is this?
That is a _______.
This is (color).

Teach:

Patterns:

Which is (color)?

Vocabulary:

which
review colors

Sounds:

which - wh or "blowing out sound".

Suggested Procedures:

A. Play game according to Lesson 161.

B. Each pupil asks his neighbor:
What did you do?
Neighbor: I _______ed.
Continue until each pupil has responded.

C. Each pupil asks the class:
What did I do?
Class: You _______ed.

D. Each pupil ask about someone else:
What did (he, she) do?
Class: (He, She) _______ed.

E. Arrange a display of like and different objects.
Each pupil asks the class: What is this?
Class: That is a _______.
Continue until all objects have been identified.

F. Teacher asks individual pupils to answer her question: What color is this?
Pupil: That is _______.
Develop understanding of color likeness or difference.
Teacher: Which is red?
Class: Repeat 8 times.
Teacher: This is red.
Class: Repeat 8 times.
½ Class: Which is blue? (as one pupil holds up an object): This is blue.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

G. Each pupil asks his neighbor:
Which is (color)?
Neighbor: (choosing an object): This is (color).

LESSON 166

Review:

Which is (color)?
This is (color).
That is (color).

Teach:

Patterns:

Which _______ is the same color?
This ______ is the same color.

Vocabulary:

same

Sounds:

same - final m as in name

Comprehension Patterns:

same

Suggested Procedures:

A. First pupil asks someone of his choice: Which _______ is (color)?
Pupil asked: This is (color).
Continue until all have responded.

B. Teacher: What is this?
Class: That is a ball.
Teacher: Which ball is the same color?
Class: Repeat 8 times.
Each pupil repeat sentence.
Teacher: This ball is the same color.
Class: Repeat 8 times.
Each pupil repeat sentence.

C. 1st Pupil: What is this?
2nd Pupil: That is a car.
1st Pupil: What color is this?
2nd Pupil: This is yellow.
1st Pupil: Which car is the same color?
2nd Pupil: (holding object): This car is the same color.
Continue until all have responded.

LESSON 167

Review:

Which is (color)?
(This, That) is (color).
(That, This) ______ is the same color.

Teach:

Patterns:

Which ______ is a different color?
(That, This) is a different color.

Vocabulary:

different

Sounds:

different - nt blend

Comprehension Patterns:

different

Suggested Procedures:

A. Each pupil gets something from the display.
Pupil: This is (color). Which ______ is the same color?
A Pupil is chosen to answer:
(This, That) ______ is the same color.
Continue exercise until all have participated.

B. Teacher: These are balls. (illustrate). Which ball is a different color?
Class: Repeat 8 times.
Teacher (showing the ball which is a different color):
This ball is a different color.
Class: Repeat 8 times.
Each pupil go to the table where various objects are displayed.
Asks someone of his choice:
Which ______ is a different color?
Pupil Chosen: This ______ is a different color.
Continue until each pupil has responded.

LESSON 168

Review:

Which ______ is the same color?
(This, That) _______ is the same color.
Which ______ is a different color?
(This, That) ______ is a different color.

Teach:

Patterns:

Which of these is different?
This is different.
Which of these are the same?
These are the same.

Vocabulary:

Review this and these

Comprehension Patterns:

different

Suggested Procedures:

A. Each pupil goes to the display and holds several objects:
Which _____ is the same color?
Pupil chosen to answer: This _____ is the same color.
Pupil responding then asks the question: Which _____ is a different color?
Continue until all have used the patterns.

B. Teacher showing pictures or reading readiness cards:
Which of these is different?
Class: Repeat 8 times.
Teacher: (with help of pupils determine which is different): This is different.
Class: Repeat 8 times.
Each pupil asks class: Which is different?
Class: This is different.
Continue until all have asked the question.

C. Teacher: Which of these are the same?
Class: Repeat 8 times.
Teacher leads the class in determining which are the same.
Teacher: These are the same.
Class: Repeat 8 times.
The class asks each pupil about the pictures or objects the teacher holds.
Class: Which of those are the same?
Pupil: Those are the same.
Continue until all have responded.

LESSON 169

Review:

Which _____ is the same color?
(This, That) _______ is the same color.
Which ______ is a different color?
(This, That) ______ is a different color.
Which of these is different?
This is different.
Which of these are the same?
These are the same.

Teach:

Patterns:

Is this different?
Yes, it is different.
No, it is the same.
Are these different?
Yes, they are different.
No, they are the same.

Vocabulary: (review)

this
it
they
these

Sounds:

review th

Suggested Procedures:

A. Each pupil holds a card or picture and questions another pupil:
1st Pupil: Which _____ is the same color?
2nd Pupil: That is the same color.
1st Pupil: Which _____ is a different color?
2nd Pupil: This _____ is a different color.
1st Pupil: Which of these is different?
2nd Pupil: That is different.
1st Pupil: Which of these are the same?
2nd Pupil: These are the same.

B. Teacher (illustrating): Is this different?
Class: Repeat 8 times.
Teacher: Yes, it is different.
Class: Repeat 8 times.
$\frac{1}{2}$ class holds two cards which are different.
$\frac{1}{2}$ Class: Is this different? (as one card is pointed out).
$\frac{1}{2}$ Class: Yes, it is different.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

C. Teacher (hold four pictures, two of which are alike): Are these different?
Class: Repeat 8 times.
Teacher: Yes, these are different.
Class: Repeat 8 times.
$\frac{1}{2}$ Class (holding pictures and indicating two they wish to talk about): Are these different?
$\frac{1}{2}$ Class: Yes, those are different.
Change pattern for each side.
Repeat 8 times.

D. Repeat Procedure B and C for: No, it is the same; and No, they are the same.

LESSON 170

Review:

Which of these is different?
This is different.
Which of these are the same?
These are the same.
Is this different?
Yes, it is different.
No, it is the same.
Are these different?
No, they are the same.

Teach:

Patterns:

Is this the same?
Are these the same?
Yes, they are the same.
No, they are different.

Vocabulary: (review)

this
that
these
they

Sounds:

re-enforce: th

Comprehension Patterns:

Same and Different

Suggested Procedures:

A. Each pupil chooses three articles or three pictures.
1st Pupil: Which of these is different?
Chooses pupil.
2nd Pupil: (This, That) is different.
1st Pupil: Which of these are the same?
2nd Pupil: (These, Those) are the same.
1st Pupil (addressing the class): Is this different?
Class: Yes, that is different.
1st Pupil: Are these different?
Class: No, (those, they) are the same.
Continue until each pupil has recited.

B. Teacher (holding a picture or object which matches the two displayed): Is this the same?
Class: Repeat 8 times.
Teacher: Yes, it is the same.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Is that the same?
$\frac{1}{2}$ Class: Yes, it is the same.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

C. Teacher (holding a picture of an object different from those displayed): Is this the same?
Class: Repeat 8 times.
Teacher: No, that is different.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Is that the same?
$\frac{1}{2}$ Class: No, that is different.
Repeat 8 times. Change pattern for each side. Repeat 8 times.

Suggested Procedures: (Continued)

D. Teacher:(using two pictures or objects to compare to one): Are these the same?
Class: Repeat 8 times.
Teacher: Yes, they are the same.
Class: Repeat 8 times.
½ Class: Are these the same?
½ Class: Yes, they are the same.
Repeat 8 times. Change patterns for each side. Repeat 8 times.

E. Teacher (using two pictures or objects which are different): Are these the same?
Class: Repeat 8 times.
Teacher: No, they are different.
Class: Repeat 8 times.
Repeat exercise by ½ class.

F. Leader: Is this the same?
Pupil Chosen: Yes, it is the same.
Leader: Is this the same?
Pupil: No, (it, that) is different.
Leader: Are these the same?
Pupil: No, those are different.
Continue until each pupil has participated.

UNIT XXI

CULMINATION - MEETING AND GREETING A FRIEND

LESSON 171

This and all lessons which follow are culmination units. These have been written in an attempt to allow the pupils to use the language more freely and independently through the use of dialogues as tools for this instruction.

Review:

Which is different?
Which is the same?
(This, That) is the (same, different).

Teach:

Patterns:

Hello there.
There's (name).
How are you?
I'm fine, thank you.
I'll see you tomorrow.
Goodbye.

Vocabulary:

I'm
I'll

Sounds:

I'm - final m
I'll - final l

Suggested Procedures:

A. Mary: Hello. How are you?
Susan: Hi. There is Anne.
Anne: Hello. How are you?
Mary: I'm fine, thank you.
Bell rings.
Mary: I'll see you tomorrow.
Anne and Susan: Goodbye.
Anne: I'll see you tomorrow. Goodbye.
Susan: Goodbye.
Repeat procedure for various groups. Repeat exercises at the end of the day.

UNIT XXII

CULMINATION – MY HOME AND THE FAMILY

LESSON 172

If the students are ready, this lesson may be used as a reading, writing lesson. Using experience charts and then having each pupil make a booklet will re-enforce the patterns through use of writing.

Review:

Dialogue - Lesson 167.

Teach:

Patterns:

This is a house.
It is (color).
What color is it?
Is it (color)?
No, it is not.
Yes, it is.

Vocabulary:

house
review names of colors

Sounds:

house - final s

Suggested Procedures:

A. Teacher: Displays toy house: This is a house.
Class: Repeat 8 times.
Teacher: What color is it?
Class: It is (color).
½ Class: What color is it?
½ Class: It is (color).
Repeat 4 or 5 times. Change pattern for each side. Repeat 4 or 5 times.
Teacher: Is it (color)?
Class: No, it is not.
Repeat, using the ½ class procedures.
Teacher: Is it (color)?
Class: Yes, it is.
Repeat, using the ½ class procedure.

B. Pupil: This is a house. It is (color).
Each pupil recites the two sentences.

LESSON 173

Review:

This is a house.
It is (color).
Is it (color)?
Yes, it is.
No, it is not.

Teach:

Patterns:

How many rooms does it have?
It has (number) rooms.
Let's name them.
This is the (kitchen, dining room, living room, bedroom, bathroom).

Vocabulary:

rooms
kitchen
dining room
living room
bedroom
bathroom

Sounds:

room*s* - final s
room*m* - final m

Suggested Procedures:

A. Each pupil: This is a house.
It is (color).

B. Teacher: This is a room.
Repeat for each room.
Teacher: How many rooms does it have?
Class: It has (number) rooms.
Repeat, using $\frac{1}{2}$ class procedure.

C. Teacher: Let's name them.
Class: Repeat 8 times.
Teacher: This is the kitchen.
Class: Repeat 8 times.
Repeat above procedure for each room of the house.

D. Each Pupil: This is a house.
It is (color).
It has (number) rooms.
This is the (kitchen, dining room, living room, bedroom, bathroom).

LESSON 174

Review:

This is a house.
It is (color).
It has (number) rooms.
This is the (kitchen, dining room, living room, bedroom, bathroom).

Teach:

Patterns:

How many (kitchen, dining rooms, living rooms, bedrooms, bathrooms) does it have?
It has (number) rooms.

Vocabulary:

rooms of the house

Sounds:

rooms - final s

Suggested Procedures:

A. Each Pupil: This is a house. It is (color). It has (number) rooms. This is the (name of room).

B. Teacher: How many kitchens does it have?
Class: Repeat 8 times.
Teacher: It has one kitchen.
Class: Repeat 4 or 5 times.
Continue until each room has been discussed.

C. Class: What is that?
Pupil: This is a house.
Class: What color is it?
Pupil: It is (color).
Class: Let's name the rooms.
Pupil and Class: This is the kitchen. This is the dining room. This is the living room. This is the bedroom. This is the bathroom.
Class: How many kitchens does it have?
Pupil: It has one kitchen.
Class: How many dining rooms does it have?
Pupil: It has one dining room.
Class: How many living rooms does it have?
Pupil: It has one living room.
Class: How many bedrooms does it have?
Pupil: It has two bedrooms.
Class: How many bathrooms does it have?
Pupil: It has one bathroom.

D. Each pupil repeats all the statements about the house.

LESSON 175

Review:

This is a house.
It is (color).
It has (number) rooms.
This is the (Name of room).
It has (number) (name of room).

Teach:

Patterns:

Where is the (room)?
Here it is.
This is the ________.

Vocabulary:(review)

where

Sounds:

review wh

Suggested Procedures:

A. Each Pupil: This is a house.
It is (color).
It has (number) rooms.
This is the (name of room).

B. Teacher: Where is the kitchen?
Class: Repeat 8 times.
Teacher: Here it is.
Class: Repeat 4 or 5 times.

C. $\frac{1}{2}$ Class: Where is the ____?
$\frac{1}{2}$ Class: Here it is. This is the ________.
Repeat for each room.

D. Class: Where is the ______?
Pupil: Here it is. This is the ________.
Continue until each pupil has recited.

Enrichment Activities:

A. Each pupil draw a house and tell the class about it.

LESSON 176

Review:

This is a house.
It is (color).
It has (number) (rooms).
This is the (name of room).
It has (number) (name of room).
Where is the (room)?
Here it is.

Teach:

Patterns:

*Do you have a (name of room) in your house?
Yes, I do.
No, I do not.

Vocabulary:

Review names of rooms

Sounds:

na_m_e - final m
Hou_s_e - final s

Suggested Activities:

A. Each Pupil: This is a house.
It is (color).
It has (number) (rooms).
This is the (room).
Class: Where is the ______?
Pupil reciting: Here is the (room).
Continue until each pupil has recited.

B. Teacher: Do you have a kitchen in your house?
Class: Repeat 8 times.
Teacher: Yes, I do.
Class: Repeat 8 times.
Teacher: No, I do not.
Class: Repeat 8 times.
$\frac{1}{2}$ Class: Do you have a dining room in your house?
$\frac{1}{2}$ Class: Yes, I do.
Repeat 4 times. Change pattern for each side. Repeat 4 times. Change yes, I do to no, I do not and repeat procedure.

C. Each pupil asks his neighbor about some room in the house.

Enrichment Activities:

A. Each pupil draw a picture of his home and tell the class about it.

---

* -- This is not a matter for embarrassment. We must know about thing which are of the language we are learning.

LESSONS 177 - 178

Review:

This is a house.
It is (color).
It has (number (rooms).
This is the (name of each room).

Teach:

Patterns:

This is a (table, chair, stove, refrigerator, sink).
It goes in the (room).
Where does it go?

Vocabulary:

furniture in each room

Sounds:

Review difficult sounds
Correct mispronunciation

Suggested Procedures:

A. Each pupil discusses his picture and tells about his house.

B. Holding toy furniture which belongs in the house:
Teacher: This is a table.
Class: Repeat 4 or 5 times.
Repeat procedure for each piece of furniture.
Teacher: Where does it go? (holds a piece of furniture)
Class: Repeat 8 times.
½ Class: Where does it go?
½ Class: It goes in the kitchen.
Repeat 8 times. Change pattern for each side.
Repeat 8 times.

C. Pupil: This is a _______.
Where does it go?
Class: It goes in the kitchen. (pupil places furniture).

D. Repeat procedures for:
This is a (sofa, couch, chair, table, T.V., lamp, etc.). It goes in the living room.
This is a (bed, dresser, etc.). It goes in the bedroom.
This is a (sink, toilet, bathtub, etc.). It goes in the bathroom.

LESSON 179

Review:

This is a house.
It is (color).
It has (number) (rooms).
This is the (name of each room).
This is the (name of furniture).
It goes in the (room).

Teach:

Patterns:

The family is in the house.
This is the father.
He is in the (room).
He is (sitting, standing etc.).

Vocabulary:

family

Suggested Procedures:

A. Each Pupil: This is a house.
It is (color).
It has (number) rooms.
This is the (room).
This is (the, a) (piece of furniture). It goes in the ________. (Allow each pupil to place a different piece of furniture in the house).

B. Teacher: (Pointing to dolls or paper dolls in the house): This is the family.
Class: Repeat 8 times.
Teacher: Where is the family?
Class: The family is in the house.
Class: Repeat 8 times.
Use procedure with half class.
Teacher: This is father.
Class: Repeat 8 times.

C. Teacher: What is he doing?
Class: He is _____ing.
Repeat 8 times. Use procedure with half class.
Teacher: Where is father?
Class: Father is in the (room).
Repeat 8 times. Use half class procedure.

D. Pupil: This is the family.
This is the father.
Class: Where is the father?
Pupil: He is in the (room).
Class: What is he doing?
Pupil: He is _____ing.
Continue until all have recited.

LESSON 180

Review:

This is (furniture).
It goes in the ______.
This is the father.
He is in the (room).
He is _____ing.

Teach:

This the mother.
She is in the (room).
She is _____ing.

Vocabulary:

review mother

Sounds:

mother - th

Suggested Procedures:

A. About 5 pupils tell about the house: This is the house. It is (color). It has (number) rooms.

B. Three or four pupils tell about the rooms: This is the ________.

C. 6 or 7 pupils tell about the furniture: This is a chair. It goes in the (room).

D. Class: That is the father. He is in the (room). He is _____ing.

E. Teacher: This is the mother.
Class: Repeat 4 or 5 times.
Teacher: Where is she?
Class: She is in the (room).
Repeat 8 times.
Teacher: What is she doing?
Class: She is _____ing.
Repeat 8 times.
Teacher: Father.
1st pupil rises and touches father: This is father.
He is in the (room). He is _____ing.
Teacher: Mother.
2nd pupil rises and touches mother: This is the mother.
She is in the (room).
She is _____ing.
Continue until each has responded.

LESSON 181

Review:

This is the family.
The family is in the house.
This is the father.
He is in the (room).
This is the mother.
She is in the (room).
(He, She) is _____ing.

Teach:

Patterns:

These are the children.
There are (number) children.
How many (boys or brothers) are there?
How many (girls or sisters) are there?
There are (number) (boys or brothers, girls or sisters).

Vocabulary:

sisters
brothers

Sounds:

review difficult sounds

Suggested Procedures:

A. 1st Pupil: This is the family.
Class: Where is the family?
2nd Pupil: The family in in the house.
Class: Who is he?
3rd Pupil: He is the father.
Class: Where is he?
4th Pupil: He is in the (room).
Class: What is he doing?
5th Pupil: He is _____ing.
Class: Who is she?
6th Pupil: She is the mother.
Class: Where is she?
7th Pupil: She is in the (room).
Class: What is she doing?
8th Pupil: She is _____ing.
Continue until each pupil has recited.

B. Teacher: These are the children.
Class: Repeat 8 times.
Teacher: How many children are there?
Class: Repeat 8 times.
Teacher: There are (number) children.
Class: Repeat 8 times.
Repeat, using half class procedure.

C. Teacher: How many (brothers or boys) are there?
Class: Repeat 8 times.
Teacher: There are (number) (boys or brothers).
Class: Repeat 8 times.
Repeat, using half class procedure.

D. Repeat Procedure C for sisters or girls.

E. 1st Pupil: This is the family.
This is the father.
He is in the (room).
He is _____ing.

LESSON 181 (Continued):

Suggested Procedures: (Continued)

E. (Continued from page 207):

2nd Pupil: This is the mother.
She is in the (room).
She is _____ing.
3rd Pupil: These are the children.
There are (number).
There are (number) (boys or brothers).
There are (number) (girls or sisters).
Continue until all have participated.

LESSON 182

Review:

This is the (father, mother).
(He, She) is in the (room).
(He, She) is _____ing.
These are the children.
(This, These) are the (boys or brothers, sisters or girls).

Teach:

Patterns:

Where is the (boy or brother, sister or girl)?
The ______ is in the (room).
What is (he, she) doing?
(He, She) is _____ing.

Vocabulary:

Suggested Procedures:

A. Require each pupil to tell about one member of the family.

B. Teacher: Where is the (sister or girl)?
Class: Repeat 8 times.
Teacher: She is in the (room).
Class: Repeat 8 times.
Repeat, using half class procedure.

C. Repeat Procedure B for brothers or boys.

D. Require each pupil to tell about one of the children.

E. Each pupil tells something about the house or family.

F. Discuss the children's pictures. Each pupil tells how many brothers or sisters he has.

LESSON 183

Review: House and Family patterns using personal pronouns within a dialogue.

Mother: (In the kitchen): Good morning.

Father: (enters): Good morning.

Mother: Get up, John.

John: Yes, Mother.

Mother: What are you doing?

Mary: I am washing my face.

Mother: Where are you, Frank?

Frank: I am in the living room.

Father: Frank, come and eat.

Mother: John and Mary, come and eat.

John and Mary: Good morning, Father.

Father: Good morning. Let's eat.

Mother: What are you going to do, Father?

Father: I am going to work. What are you going to do, John?

John: I am going to play.

Mother: What are you goin to do, Mary?

Mary" I am going to wash the dishes.

Mother: Thank you.

John: What are you going to do, Frank?

Frank: I am going to run and jump all day.

(Family goes to the living room).

Mother to Father: Where are you going?

Father: I am going to town.

Mother: Where are you going, John?

John: I am going outside.

Mother: Where are you going, Mary?

Mary: I am going to the kitchen.

Frank: I am going outside!

Family: We will all do something. We will all go to work and play.

Enrichment Activities:

A. This little dialogue may be shortened or lengthened to fit the ability and imagination of the pupils.

B. The pupils may be allowed to develop their own story and develop a dialogue for it.

APPENDIX A

VOCABULARY

BASIC READING VOCABULARY
INTRODUCED IN MANUAL

The following vocabulary, which is introduced in the primary level of the basal readers, is introduced in this MANUAL.

VOCABULARY	LESSON	VOCABULARY	LESSON
A,a	19	cook	26
afternoon	1	couch	63
am	13	cowboy	92
an	60	crayon	53
any	139	cup	94
apple	115	cupboard	65
are	13	cut	125
arm	63	cutting	74
at	11	desk	67
baby	8	did	101
baby's	8	didn't	141
back	62	different	167
banana	115	dining room	175
basket	92	do	11
bathroom	175	doctor	38
bed	64	does	12
bedroom	175	doing	72
big	9	doll	129
black	116	door	88
blouse	57	down	51
blue	116	drawing	74
book	52	dress	57
boy	181	dresser	65-66
boys	181	drinking	78
brother	5	driver	27
brother's	5	ear	61
bring	118	eat	61
brown	116	eating	78
brush	56	eight	105
bus	27	excuse	153
can	95	eye	61
cannot	95	face	61
catch	132	fast	134
chair	65	father	4
children	181	father's	4
church	43	family	172
classroom	85	find	128
clinic	45	finger	63
coat	59	fireman	41
color	53	fire station	45
coloring	74	five	105
comb	156	foot	63
come	50	for	140
coming	123	four	105

BASIC READING VOCABULARY INTRODUCED IN MANUAL (Continued)

VOCABULARY	LESSON	VOCABULARY	LESSON
friend	50	leg	3
fun	144	let's	143
funny	146	lettuce	117
get	128	like	145
girl	181	listening	77
girls	180	little	10
give	139	live	11
glove	59	lives	12
glovesq	59	look	51
go	20	looking	79
goes	21	looks	146
going	84	louder	153
good	1	lunchroom	87
got	136	made	101
grade	18	mailman	44
green	115	make	95
guess	116	making	92
hair	63	man	106
hall	35-36	me	96
hand	63	Mr.	21
has	9	Mrs.	21
hat	59	Miss	21
have	4	missionary	43
having	143	morning	1
he	12	mother	5
help	94	mother's	5
hello	2	mouth	61
her	34	my	3
here	35-36	name	3
hi	2	near	11
him	131	neck	61
his	34	next	51
hop	85	nine	110
hopped	160	no	4
hopping	76	nose	61
house	171	not	16
horse	90	nurse	39
how	13	office	35-36
I	4	old	13
I'll	170	on	67
I'm	171	one	73
in	11	orange	117
is	3	our	33
it	55	outside	36
jacket	57	overshoes	59
janitor	25	paint	56
jump	84	pair	53
jumped	160	pants	57
jumping	76	paper	52
kitchen	35-36	party	145
lamp	65	paste	53

BASIC READING VOCABULARY INTRODUCED IN MANUAL (Continued)

VOCABULARY	LESSON	VOCABULARY	LESSON
pencil	52	table	65-66
picnic	145	take	72
picture	54	talking	77
please	96	teacher	22
policeman	40	teacher's	22
police station	42	ten	106
postman	44	thank	51
post office	44	that	52
potatoes	117	the	8
powder	56	them	173
principal	23	there	135
purple	116	there's	170
ran	160	these	168
red	116	they	80
refrigerator	65	this	52
room	36	three	107
rooms	162	to	20
restroom	88	tomato	117
rug	65	tomorrow	170
running	76	too	72
say	147	toys	135
said	153	trader	40
same	106	two	107
school	20	undershirt	60
scissors	53	up	51
sees	149	walk	84
secretary	33	walked	161
see	54	walking	75
seven	105	want	77
she	12	wants	77
shirt	57	wash	127
shoe	58	washing	78
shoes	58	we	80
sink	65	went	122
sister	6	what	3
singing	77	where	11
sister's	6	which	165
sit	129	who	23
sitting	75	will	128
skip	84	windmill	92
skipped	161	work	49
skipping	76	works	49
skirt	57	write	124
slow	134	writing	75
sock	58	your	3
socks	58	years	13
some	141	yellow	116
something	117	yes	15
speak	153	you	11
standing	75	your	3
stove	65-66		

BASIC READING VOCABULARY NOT INTRODUCED IN MANUAL

The following vocabulary, which is introduced in the primary level of the basal readers, is not formally introduced in this book, but can be used within the patterns taught in this MANUAL.

after
again
all
along
and
animals
away
ball
barn
be
began
behind
birds
birthday
bow-wow
bump
bumped
busy
but
buy
call
called
came
can't
car
cat
chickens
cluck
cookies
corn
could
cow
dark
days
dear
dinner
don't
dog
duck
eggs
every
farm
fast
faster
fat
feed
feel
fall
first
fly
food
found
galloping
glad
gray
had
happy
helped
hen
hill
home
hurry
just
kitten
know
last
laughed
let
like
liked
looking
man
may
maybe
merry-go-round
met
mew
moo
must
nest
new
night
nothing
now
nuts
oh
once
open
or
other
out
over
peep
pennies
pets
pigs
play
playing
locket
pony
pretty
puppy
push
pushed
quack
rabbits
rain
read
reading
ride
road
robbin
rooster
round
sang
sat
saw
sleep
sleepy
slow
slower
so
splash
squirrel
story
street
surprise
surprised
swish
tail
take
talks
then
thing
think
thought
time
book
town
trees
try
umbrella
under
us
very
wagon
wanted
was
way
wee
well
were
when
white
why
wind
wish
site
woman
worked

APPENDIX B

SEQUENTIAL LIST OF SENTENCE PATTERNS

LESSON 1:
Good morning.
Good afternoon.

LESSON 2:
Hello.
Hi.

LESSON 3:
My name is ______.
What is your name?

LESSON 4:
What is your father's name?
My father's name is ______.
I have no father.

LESSON 5:
What is your mother's name?
My mother's name is ______.
I have no mother.

LESSON 6:
What is your brother's name?
My brother's name is ______.
I have no brother.

LESSON 7:
My sister's name is ______.
What is your sister's name?
I have no sister.

LESSON 8:
What is the baby's name?
The baby's name is _____.

LESSON 9:
What is your big brother's name?
My big brother's name is ______.
What is your big sister's name?
My big sister's name is ______.

LESSON 10:
What is your little brother's name?
My little brother's name is _____.
What is your little sister's name?
My little sister's name is _____.

LESSON 11:
I live (in, at near) _______.
Where do you live?

LESSON 12:
(He, She, Mary) lives (in, at, near) ______.
Where does (he, she, Mary) live?

LESSON 13:
I am ______ years old.
How old are you?

LESSON 14:
How old is (he, she)?
(He, She, Mary) is ______ years old.

LESSON 15:
Is (he, she) ______ years old?
Yes, (he, she) is _____ years old.

LESSON 16:
No, (he, she) is not.
(He, She) is ______ years old.

LESSON 17:
Are you ______ years old?
Yes, I am. No, I am not.

LESSON 18:
I am in the Beginner's or Pre-first grade.
What grade are you in?

LESSON 19:
What grade is (he, she) in?
(He, She) is in the ______ grade.
Is (he, she) in the first grade?
Yes, (he, she) is.
No, (he, she) is not.

LESSON 20:
I go to school at _____ Public School.
Where do you go to school?

LESSON 21:
Where does (he, she) go to school?
(He, She) goes to school at _______ Public School.

LESSON 22:
What is your teacher's name?
_______ is my teacher.

LESSON 23:
The principal is ______.
Who is the principal?
______ is the principal.

LESSON 24:
Who is a teacher?
(Mr., Mrs., Miss) ______ is a teacher.

LESSON 25:
Who is a janitor?
Who is the janitor?
Mr. ______ is a janitor.

LESSON 26:
(Miss, Mrs.) ______ is a cook.
Who is a cook?

LESSON 27:
(Mrs., Mr., Miss) ______ is a bus driver.
Who is a bus driver?

LESSON 28:
(He, She) is (my, our) ______.
(He, She) is the principal.
(He, She) is the teacher.
(He, She) is a janitor.
(He, She) is a cook.
(He, She) is a bus driver.
Who is (he, she)?

LESSON 29:
Is (he, she) (the, a) (occupation)?
Yes, (he, she) is.
No, (he, she) is not.

LESSON 30:
Is (Mr., Mrs., Miss) ______ (a, the) principal?
Yes, (he, she) is.
(Mr., Mrs., Miss) ______ is a ______.
No, (he, she) is not.

LESSON 31:
Mrs. Yazzie is a cook.
What is Mrs. Yazzie?

LESSON 32:
Who is (your, our) (teacher, bus driver)?
(Mrs., Miss, Mrs.) ______ is (my, our) (teacher, bus driver).

LESSON 33:
Who is our (teacher, principal, janitor, cook)?
(Mrs., Mr., Miss) ______ is our (teacher, principal, janitor, cook).

LESSON 34:
Who is (his, her) teacher?
principal?
bus driver?
(His, Her) (teacher, principal, bus driver) is ______.
(Mr., Miss, Mrs.) ______ is (his, her) (teacher, bus driver, principal).

LESSON 35-36:
Where is (your, our, the) (teacher, cook, principal, janitor, secretary)?
Here (he, she) is.
(He, She) is in the room.
office.
hall.
kitchen.

LESSON 37:
Where is (your, our) teacher?
(He, She) is in the (room, hall, outside, office).

LESSON 38:
Who is (he, she)?
(He, she) is a doctor.

LESSON 39:
Who is she?
She is a nurse.

LESSON 40:
Who is he?
He is a policeman.

LESSON 41:
Who is he?
He is fireman.

LESSON 42:
Who is the trader?
Mr. ______ is the trader.
Who is he?
He is the trader.
Where is the trader?
He is at the trading post.

LESSON 43:
He is the missionary.
Who is the missionary?
________ is the missionary.
Where is the missionary?
The missionary is at the church.

LESSON 44:
He is the mailman.
Who is the mailman? (Postman)?
_______ is the mailman.
Where is the mailman?
The mailman is at the post office.

LESSON 45:
Where is the (doctor, nurse, policeman)?
(He, She) is at the (clinic, police station, fire station).
Who is the doctor, nurse?
_______ is the doctor, nurse.

LESSON 46:
Is (he, she) a (doctor, nurse, policeman, fireman, trader, missionary, mailman)?
No, (he, she) is not.
Yes, (he, she) is.
(She, He) is a doctor, nurse, policeman, fireman, trader, missionary, mailman)?

LESSON 47:
Is he a doctor?
No, he is not.
He is a fireman.

LESSON 48:
Is she (showing a picture of a man) a doctor?
No, he is not.
He is a doctor.
Is he (showing picture of nurse) a trader?
No, she is not.
She is a nurse.

LESSON 49:
Where does your father work?
My father works at ______.

LESSON 50:
Come here, (name).
Who is he?
Who is she?
He is (name of pupil).
He is my friend.
She is my friend.

LESSON 51:
Look up.
Look down.
Thank you.
Who is next?

LESSON 52:
What is this?
This is a (book, paper, pencil).
That is a ______.

LESSON 53:
What is this?
That is a (color, crayon, pair of scissors).
That is paste.

LESSON 54:
Look at the picture.
See the pencil, etc.

LESSON 55:
It is a (pencil, etc.).

LESSON 56:
What is this?
That is a brush.
That is powder paint.

LESSON 57:
What is that?
This a dress.
pair of pants.
shirt.
blouse.
skirt.

LESSON 58:
This a shoe.
sock.
pair of shoes.
pair of socks.

LESSON 59:
This is a (coat, jacket, glove, hat, pair of gloves, overshoes).

LESSON 60:
This is an undershirt, slip.

LESSON 61:
This is my head.
eye.
ear.
mouth.
Put it on.

LESSON 62:
This is my face.
nose.
neck.
back.
That is your _______.

LESSON 63:
This is my hair.
arm.
leg.
foot.
hand.
finger.
Is this my _______?
Yes, it is.
That is your ______.

LESSON 64:
Is this your ______?
Yes, it is.
This is my ______.
Is this his _____?

LESSON 65-66:
What is this?
This is (a, my, your) ______.
What is that?
That is (a, my, your) _____.
Is this (a, my, your) _____?
Yes, it is.

LESSON 67:
Where is the pencil?
paper?
brush?
crayon?
eraser?
paint?
book?
The pencil is on the desk.

LESSON 68:
Where is the (pencil, book, paper, crayon, pair of scissors, crayon, brush, eraser, paint)?
The _____ is in the desk.

LESSON 69:
The ______ is on the table.
The ______ is on the chair.
The ______ is in the desk.

LESSON 70:
Where is your (hat, shoe, sock, shirt)?
Here it is.
Is my hat on my head?
No, it is not.
Yes, it is.

LESSON 71:
I want a pencil.
I want a paper.
I want a book.
I want a crayon.
Who wants a ______?

LESSON 72:
I do.
I do, too.
Take it to (name).

LESSON 73:
Take (it, one) to ______.
(Name) wants a _____.
(Name) wants a _____, too.
You are welcome.

LESSON 74:
I am cutting.
drawing.
coloring.
What are you doing?

LESSON 75:
I am writing.
I am sitting.
I am standing.
I am walking.

LESSON 76:
I am hopping.
I am skipping.
I am jumping.
I am running.
What is (he, she) doing?
(He, She) is ______ing.

LESSON 77:
I am listening.
I am talking.
I am singing.
Is (she, he) ________ing?
Yes, (he, she) is.

LESSON 78:
I am washing.
I am washing my hands.
I am washing my face.
I am combing my hair.
I am eating.
I am drinking.
No, (he, she) is not ______.
(He, She) is ______ing.

LESSON 79:
I am looking up.
I am looking down.

LESSON 80:
What are they doing?
They are ______ing.
What are you doing?
We are _____ing.

LESSON 81:
What are we doing?
You are ______ing.

LESSON 82:
Are you ______ing?
Yes, I am.
Yes, we are.
No, I am not.
No, we are not.

LESSON 83:
Sounds: ing - final ng as in running.

LESSON 84:
What are you going to do?
I am going to ______.

LESSON 85:
What is (he, she) going to do?
(He, She) is going to hop.

LESSON 86:
Is (he, she) going to ______?
Yes, (he, she) is.
No, (he, she) is not.
(He, She) is going to ______.

LESSON 87:
Where are you going?
I am going to the lunchroom.
I am going to my classroom.
I am going to the office.

LESSON 88:
I am going to the restroom.
I am going to my desk.
I am going to the door.

LESSON 89:
Where are you going?
I am going to eat.
I am going to bed.
I am going to school.

LESSON 90:
Where is (he, she) going?
(He, She) is going to ______.

LESSON 91:
Is (he, she) going to ______?
Yes, (he, she) is.
No, (he, she) is not.

LESSON 92:
I am making a chair.
I am making a table.
I am making a basket.
I am making a horse.
I am making a cowboy.

LESSON 93:
I am making a ________.
(Using blocks, house, bridge, car, etc.)
What are you making?

LESSON 94:
I am making a (hat, windmill, cup, etc.)
(Objects made from paper)

LESSON 95:
Can you make a ______?
Yes, I can.
No, I cannot.

LESSON 96:
Can you help me?
Please help me.

LESSON 97:
What is (he, she) making?
(He, She) is making a ______.

LESSON 98:
Are you making a ______?
Yes, I am.
No, I am not.
I am making a ______.

LESSON 99:
Is (he, she) making a ______?
Yes, (he, she) is.
No, (he, she) is not.
(He, She) is making a ______.

LESSON 100:
What are you making?
I am making a ______.
Can you help me?
Please help me.
Yes, I can.
No, I cannot.
What is (he, she) making?
(He, She) is making a ______.
Is (he, she) making a ______?
Yes, (he, she) is.
No, (he, she) is not.
(He, She) is making a ______.
Are you making a ______?
No, I am not.
Yes, I am.
I am making a ______.

LESSON 101:
What did you make?
I made a ______.

LESSON 102:
Did I make a ______?
No, you did not.
You made a ______.
Yes, you did.
Did you make a ______?
Yes, I did.
No, I did not.
I made a ______.

LESSON 103:
Did (he, she) make a ______?
Yes, (he, she) did.
No, (he, she) did not.
(He, She) made a ______.

LESSON 104:
Did they make a ______?
Yes, they did.
No, they did not.
They made a ______.
What did they make?

LESSON 105:
How many are you making?
I am making (number).

LESSON 106:
How many did you make?
I made (number).

LESSON 107:
(He, She) made (number).
How many did (he, she) make?

LESSON 108:
How many did I make?
I made (number).

LESSON 109:
Can you make (number)?
Yes, I can.
No, I cannot.
I can make (number).

LESSON 110:
I have (number).
How many do you have?

LESSON 111:
He has (number 1-5).
How many does he have?

LESSON 112:
How many do they have?
They have (number).
We have (number).

LESSON 113:
You have (number).
How many do I have?
Do you have (number)?

LESSON 114:
Does (he, she) have (number)?
Yes, he does.
No, (he, she) does not.

LESSON 115:
Look at the _______.
See the _______.

LESSON 116:
What color is the _______?
this _______?
that _______?
The ______ is (color).
It is (color).
(This, That) is (color).

LESSON 117:
I see something.
Guess what it is.

LESSON 118:
Bring it here.

LESSON 119:
Come here.
Come to the desk.
Go to the _______.

LESSON 120:
(He, She) is going to the _____.
Where is (he, she) going?

LESSON 121:
I am going to the _______.
Where are you going?

LESSON 122:
Where did he go?
He went to ______.

LESSON 123:
I went to the _______.
Where did you go?
(He, She) is coming to the _______.

LESSON 124:
Can you write your name?
Yes, I can.
No, I cannot.
Write your name.

LESSON 125:
Can you color your picture?
Yes, I can.
No, I cannot.
Color your picture.

LESSON 126:
Can you cut your paper?
Cut your paper.

LESSON 127:
Can you wash your face?
Wash your face.
Can you comb your hair?
Comb your hair.

LESSON 128:
Can you find the ______?
Can you get it?
I will get it.

LESSON 129:
Can the doll walk?
sit?
run?
hop?
skip?
jump?
Yes, she can.

LESSON 130:
No, it cannot.
It cannot (run, walk, skip, jump, hop, sit).

LESSON 131:
Who can ______?
I can.
I can _______.

LESSON 132:
Can you ______?
Can you catch (him, her)?

LESSON 133:
Are you ______ing?
Yes, I am.
No, I am not.

LESSON 134:
Can you ______ fast?
Can you ______ slow?

LESSON 135:
How many are there?
There are (number) toys.

LESSON 136:

Get (number).

LESSON 137:
How many did you get?
I got ______.

LESSON 138:
What did you get?
I got ______.

LESSON 139:
I didn't get any.
Give me (number).

LESSON 140:
Can you get (number)?
Can you get some?
Get some for me.

LESSON 141:
Did you get some?
Yes, I did.
No, I didn't get any.

LESSON 142:
Did you get ______?
Do you have ______?
Get a ______.

LESSON 143:
Let's (run, eat, wash, play).

LESSON 144:
We are having fun.
This is fun.
They are having fun.
(He, She) is having fun.

LESSON 145:
I like to _____.
A (picnic, party) is fun.
______ing is fun.

LESSON 146:
(He, She) looks funny.

LESSON 147:
Who wants to say something?
I do.
I want to say something.
Say something.

LESSON 148:
I see something (color).
Guess what it is.

LESSON 149:
(He, She) sees something (color).

LESSON 150:
Is it (a, this) (color) (book)?

LESSON 151:

Is it that (color) (object)?

LESSON 152:
This (object) is (color).

LESSON 153:
What did you say?
I said: I see something (color).
Excuse me.
Please speak louder.

LESSON 154:
What did he say?
He said: ______ ______ ______.

LESSON 155:
What did she say?
She said: _____ ______ ______.

LESSON 156:
What did you say?
We said: ______ ______.

LESSON 157:
Who can do what I can do?
See what I can do.
I can _____.
I can _____, too.

LESSON 158:
I can.
I can _____.

LESSON 159:
Who can do what we can do?
See what we can do?
We can _______.
We can ______, too.

LESSON 160:
We are _____ing.

LESSON 161:
What did (name, the boys, the girls) do?
They ______ed.

LESSON 162:
What did you do?
I _______ed.
I _______ed, too.

LESSON 163:
What did I do?
You ______ed.
You ______ed, too.

LESSON 164:
What did (he, she) do?
(He, She) ______ed.
(He, She) ______ed, too.

LESSON 165:
Which is (color)?

LESSON 166:
Which ______ is the same color?
This _____ is the same color.

LESSON 167:
Which ______ is a different color?
(That, This) is a different color.

LESSON 168:
Which of these is different?
This is different.
Which of these are the same?
These are the same.

LESSON 169:
Is this different?
Yes, it is different.
No, it is the same.
Are these different?
Yes, they are different.
No, they are the same.

LESSON 170:
Are these the same?
Yes, they are the same.
No, they are different.

LESSON 171:
Hello, there.
There's (name).
How are you?
I'm fine, thank you.
I'll see you tomorrow.
Good-bye.

LESSON 172:
This is a house.
It is (color).
What color is it?
Is it (color)?
No, it is not.
Yes, it is.

LESSON 173:
How many rooms does it have?
It has (number) rooms.
Let's name them.
This is the (kitchen, dining room, living room, bedroom, bathroom).

LESSON 174:
How many (kitchens, dining rooms, living rooms, bedrooms, bathrooms) does it have?
It has (number) rooms.

LESSON 175:
Where is the (room)?
Here it is.
This is the _______.

LESSON 176:
Do you have a (name of room) in your house?
Yes, I do.
No, I do not.

LESSON 177-178:
This is a (table, chair, stove, refrigerator, sink).
It goes in the (room).
Where does it go?

LESSON 179:

The family is in the house.
This is the father.
He is in the (room).
He is (sitting, standing, etc.).

LESSON 180:

This is the mother.
She is in the (room).
She is _____ing.

LESSON 181:

These are the children.
There are (number) children.
How many (boy or brothers) are there?
There are ______ (boys or brothers, girls or sisters).

LESSON 182:

Where is the (boy or brother) (sister or girl)?
The ______ is in the (room).
What is (he, she) doing?
(He, She) is ______ing.

LESSON 183:

Mother: (In the kitchen) Good morning.
Father: (Enters) Good morning.
Mother: Get up, John.
John: Yes, Mother.
Mother: What are you doing?
Mary: I am washing my face.
Mother: Where are you Frank?
Frank: I am in the living room.
Father: Frank, come and eat.
Mother: John and Mary, come and eat.
John and Mary: Good morning, Father.
Father: Good morning. Let's eat.
Mother: What are you going to do,, Father?
Father: I am going to work. What are you going to do, John?
John: I am going to play.
Mother: What are you going to do, Mary?
Mary: I am going to wash the dishes.
Mother: Thank you.
John: What are you going to do, Frank?
Frank: I am going to run and jump all day.

LESSON 183: - Continued

Mother to Father: Where are you going?
Father: I am going to town.
Mother: Where are you going, John?
John: I am going outside.
Mother: Where are you going, Mary?
Mary: I am going to the kitchen.
Frank: I am going outside!
Family: We will all do something.
We will all go to work and play.